DOCUMENT RESUME

ED 426 337 CG 029 029

TITLE	Media Sharp: Analyzing Tobacco and Alcohol Messages. Leader's Guide.
INSTITUTION	Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; American Academy of Pediatrics, Evanston, IL.; National Education Association, Washington, DC.
PUB DATE	1997-00-00
NOTE	79p.; Accompanying videotape is not available from EDRS. It can be purchased from the Centers for Disease Control and Prevention.
AVAILABLE FROM	Centers for Disease Control, Office on Smoking and Health, Mail Stop K-50, Buford Highway, N.E., Atlanta, GA 30333; Tel: 770-488-5705; Web site: http://www.cdc.gov/tobacco; e-mail: tobaccoinfo@cdc.gov
PUB TYPE	Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adolescents; Critical Thinking; *Drinking; *Mass Media Effects; Prevention; Skill Development; *Smoking; Social Attitudes; Social Influences; Substance Abuse; *Thinking Skills; Youth Problems
IDENTIFIERS	Behavior Management; *Media Imagery

ABSTRACT

This curriculum guide for educators, youth group leaders, and health professionals provides materials for teaching young people to critically evaluate the media which influences them, with particular reference to alcohol and tobacco use. Part 1, "Youth, Media, Tobacco, Alcohol," presents background facts and concepts. The relationship of youth and media is explored. Part 2, "Getting Media Sharper," covers program implementation. Five teaching modules are included: (1) "Ready. Set. Action!" provides basic tools for critically evaluating media messages; (2) "It's All in the Marketing (Advertising, Promotions, Event Sponsorships)" contains four activities to help young people understand how marketing strategies normalize and glamorize tobacco and alcohol use; (3) "That's Entertainment!" contains three activities that teach how tobacco and alcohol use are promoted in entertainment programming; (4) "What's News?" consists of three activities that clarify how news and news-oriented media influence one's perceptions of alcohol and tobacco; (5) "It's a Wrap" provides a summation of the skills and principles of being media sharp. Format is loose-leaf with one 7-minute videotape included. Handouts, worksheets, suggested activities and readings, references, Internet and other resources, glossary, and video supplements are appended. (EMK)

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MEDIA SHARP

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Analyzing Tobacco & Alcohol Messages

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NEA HIN CDC SAMHSA

MediaSharp

Analyzing Tobacco and Alcohol Messages

LEADER'S GUIDE

A Publication by:
The Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
and
The Office on Smoking and Health
Centers for Disease Control and Prevention
and
The American Academy of Pediatrics
and
National Education Association Health Information Network

Acknowledgements

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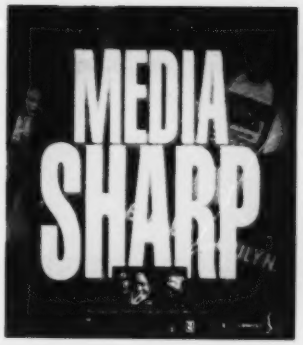

MediaSharp Video User's Guide

This two-part, seven-minute video accompanies the MediaSharp guide. Each part is designed to complement your existing activities. You may choose to use one or both parts of the video.

For your media literacy materials to remain current, invite youth to add to them by bringing in their own video clips and other examples of tobacco and alcohol messages they see, such as magazine ads, news reports, and promotional items.

OBJECTIVES

This video is designed to help you achieve the following objectives:

- Enhance the ability of youth to assess media messages about alcohol and tobacco.
- Increase youth's understanding of the potential influence of such messages on behavior.
- Heighten youth's ability to resist the influence of such media messages on their behavior.

SUGGESTIONS FOR USING THE VIDEO

Before showing the video, you may wish to use a few minutes to introduce the concept of media literacy education. Questions addressed might include the following:

- What is considered "media"?
- Why study the media?
- What is good about the media?
- How do the media promote unhealthy lifestyles?
- How do the media promote health?

QUESTIONS TO CONSIDER AFTER EACH PART OF THE VIDEO

Part 1-Pervasiveness of alcohol and tobacco media messages in our lives

- What types of media messages are there?
- How do these messages "normalize" and "glamorize" tobacco and alcohol use?
- Is there any truth in media messages about tobacco and alcohol?
- What are the underlying themes in tobacco and alcohol messages?

Part 2-Youth in Action

- How do you de-normalize and de-glamorize tobacco and alcohol use?
- How do you discourage kids from using tobacco and alcohol?
- What media would you like to use to produce counter messages?
- What ideas do you have about designing these messages?

This *MediaSharp* video was produced by the Centers for Disease Control and Prevention's Office on Smoking and Health (CDC/OSH), the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention (SAMHSA/CSAP), the American Academy of Pediatrics, and the National Education Association Health Information Network.

For more information, contact CDC/OSH by phone at 770-488-5705, through the Internet at http://www.cdc.gov/tobacco, by e-mail at tobaccoinfo@cdc.gov or write OSH-CDC at 3005 Chamblee-Tucker Road, Atlanta, GA 30341.

MediaSharp Kickback Card

Thank you for your interest in *MediaSharp*! In an effort to improve service, we welcome your feedback. Please complete this card and follow the instructions on back for mailing!

WITH WHAT TYPE OF GROUP DID YOU USE *MediaSharp*?

— School Class	Subject Area: _____
— Extracurricular Activity	Name: _____
— Youth Group	Name: _____
— Other	Name: _____

WHICH COMPONENTS OF *MediaSharp* DID YOU USE ?

— Ready, Set, Action!	— What's News?
— It's All in the Marketing	— It's a Wrap
— That's Entertainment!	— USED ALL COMPONENTS

PLEASE RATE THE FOLLOWING ELEMENTS OF *MediaSharp* ON A 1 (STRONGLY DISAGREE) TO 5 (STRONGLY AGREE) SCALE.

OVERALL (Circle One)

1 2 3 4 5 *MediaSharp* helped youth learn how to critique media messages about alcohol and tobacco.

1 2 3 4 5 *MediaSharp* provided useful information on how media influence alcohol and tobacco use.

1 2 3 4 5 *MediaSharp* activities were informative and interesting to the youth in my group.

SPECIFIC ELEMENTS (Circle One)

1 2 3 4 5 The leader's guide was useful in helping me apply *MediaSharp* to my group.

1 2 3 4 5 The video was a useful complement to *MediaSharp* activities.

1 2 3 4 5 It was easy to understand and use *MediaSharp*.

COMMENTS (Circle One)

1 2 3 4 5 I would recommend *MediaSharp* to my peers for educating youth about alcohol and tobacco.

1 2 3 4 5 I will likely use at least some of the recommended resources to extend *MediaSharp*.

1 2 3 4 5 I will likely access *MediaSharp* updates on CDC's Tobacco Use Internet site.

1 2 3 4 5 I would like to receive future versions of *MediaSharp*.

Please send me additional information on tobacco, alcohol, and the media.

Name Address: _____

_____

_____

You are also encouraged to send examples of how you used *MediaSharp*. Please address this card and your examples to:

Office on Smoking & Health
Centers for Disease Control and Prevention
4770 Buford Highway, NE
Mailstop K-50
Atlanta, Georgia 30341-3717

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STAMP HERE

Office on Smoking & Health
Centers for Disease Control and Prevention
4770 Buford Highway, NE
Mailstop K-50
Atlanta, Georgia 30341-3717

FOLD HERE

We would appreciate your feedback on *MediaSharp*. Please take a moment to complete the Kickback Card on the back of this card. When you are-finished, just fold it in half so the address to the left shows on the outside, tape the edge, affix a postage stamp and drop it in the mail. You may also indicate your interest in receiving additional materials when you return this card. Thank you.

We hope you have found this information to be useful. Please take the time to review the additional resources in the back of this book (p. 93-94) and to visit our home page on the World Wide Web (http://www.cdc.gov/tobacco).

TAPE HERE

Dear Colleague:

I am writing to introduce you to *MediaSharp*, an important new tool for helping young people make healthy, life-affirming choices about tobacco and alcohol.

As someone working with youth on a regular basis, you understand that today's media play an increasingly strong role in transmitting values, knowledge, attitudes, beliefs, behaviors, and social norms.

As a member of the media world, I find this an exciting, if bewildering time. We have access to more information about our world than ever before. The newest media developments invite us to be interactive rather than passive users of media. In this fast-forward environment, we owe it to our youth (and ourselves) to provide them with the skills necessary to assess, analyze, and understand the influence of media in their lives. These critical skills will be increasingly important as young people enjoy greater access to tremendous volumes of information and entertainment through countless media outlets.

Achieving media literacy is a complex undertaking aimed at ensuring the ability of consumers to make sound choices in today's ever-changing marketplace of products and ideas. Thankfully, there are numerous individuals and organizations dedicated to championing media literacy education. Many concerned educators, youth group leaders, pediatricians, and other health professionals, like yourself, are already working to help youth become critical consumers of media.

This guide focuses on the lifestyle and behavioral choices portrayed and promoted in the media, with specific emphasis on tobacco and alcohol use. Because of the tremendous diversity in the media, its influence on health behaviors can be both positive and negative. This guide is dedicated to providing a forum in which to explore the tremendous variety of media messages about tobacco and alcohol, both directly (through advertising and promotions) and indirectly (through representations in movies and television programs).

The time has indeed come for us to sit down with young people and assess the nature of today's media and their relationship to it. I believe youngsters will explore these issues with eagerness if we come to them honestly and openly, recognizing the ever-changing youth culture as legitimate, challenging, and fruitful. We must encourage their exploration of issues from many perspectives and allow them to discover for themselves how media can distort and manipulate as well as inform and entertain.

There is a great deal to learn about ourselves in this process. Though this guide focuses specifically on tobacco and alcohol, I hope you will discover that conversing with the media is useful for many other issues affecting our youth: other drugs, sexual behavior, violence, broader social concerns, and politics, to name just a few. I wish you well in your continuing efforts to nurture a strong, critically capable citizenry.

Sincerely,

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Bill Moyers

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MediaSharp Learning Modules Grid

Module I—*Ready. Set. Action!* should be taught before teaching any of the other individual modules.

	I. READY. SET. ACTION!	II. MARKETING	III. ENTERTAINMENT	IV. NEWS	V. IT'S A WRAP
ACTIVITIES	1. Media Likes and Dislikes 2. Reading Media Pages 25-38	1. Media Mapping—Marketing 2. Media "Branding" 3. Sports Track 4. "Branding" Health Pages 39-58	1. Media Mapping—Entertainment 2. Character Assessment 3. Entertaining Health Pages 59-70	1. Media Mapping—News 2. Analyzing News Coverage 3. Operation Deadline Pages 71-84	1. Analyzing Pro-Health Messages 2. Media Mapping—Tobacco and Alcohol Pages 85-92
OBJECTIVES	**Youth will:** • identify the type, amount, and nature of their use of media, • conduct a reading of tobacco and alcohol media messages by applying critical media questions, and • define and identify examples of "normalization" and "glamorization" in the media.	**Youth will:** • identify the marketing presence of tobacco and alcohol in their communities, • define and identify examples of "product brands," or • identify how marketing, advertising, promotion, and event sponsorships "normalize" and "glamorize" tobacco and alcohol use through building attractive "brand images," and • understand the different and combined influences of advertising, promotions, and event sponsorships.	**Youth will:** • identify their exposure to tobacco and alcohol messages in entertainment media, • identify the positive and negative role models for tobacco and alcohol use which occur in entertainment media, and • identify how entertainment programming "normalize" and "glamorize" tobacco and alcohol.	**Youth will:** • understand how "news" is defined, • identify different perspectives presented in news stories about tobacco and alcohol in each of the major media—television, radio, newspapers, magazines, and • identify direct and indirect tobacco and alcohol promotion in news media.	**Youth will:** • understand the total range of tobacco and alcohol media messages to which they are exposed and • be able to identify "glamorization" and "normalization" across all media formats.
CONTENT AREAS	• Health • Language Arts • Social Studies • Physical Education • Performing Arts	• Health • Language Arts • Social Studies • Physical Education	• Health • Language Arts • Social Studies • Performing Arts	• Health • Language Arts • Social Studies	• Health • Language Arts

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MediaSharp

Overview

Welcome to *MediaSharp*—a guide for educators, youth group leaders, pediatricians and other health professionals who work with or care for youth ages 11–14. The purpose of *MediaSharp* is to help young people critically assess how media normalize, glamorize, and create role models for unhealthy lifestyles and behaviors. This effort supports the growing national emphasis on **media literacy**—the ability to "read" and produce media messages.

The skills and knowledge emphasized here can be applied to a number of risk behaviors (including sexual activity, violence, nutrition, and physical activity); however, *MediaSharp* looks specifically at tobacco and alcohol, two of the most widely promoted products in the world.

This focus is timely and vital. Alcohol remains the number one drug of choice among youth,[1] and every single day another 3,000 youth become regular smokers.[2] More than one-third of these young smokers will eventually die from their addiction.[3] The short- and long-term costs of these behaviors are substantial, both to young people themselves and to their communities.

Media Literacy—

learning to "read" and produce media messages.

As individuals who influence youth, you play a critical role. By teaching young people to "read" media messages, you can help them resist messages that encourage and reinforce use of tobacco and alcohol. You will also be helping to prepare them to make choices for a healthy life by providing them with critical skills for being smart, thoughtful consumers throughout their lives.

This guide will help you accomplish these goals. Specifically *MediaSharp* and its accompanying video are designed to provide you assistance by offering youth:

- a forum for critically analyzing the messages and techniques used to normalize and glamorize tobacco and alcohol use;
- activities to build media production skills; and
- opportunities to learn from their own experiences.

The glossary on pages 95-96 will help define key terms used throughout this guide. Each key term is bold-faced in its initial use.

Highlights

- **Worksheets** for youth, parents, and others.
- **Suggested Activities** for a range of time and resource budgets.
- **References and Resources** for further information on media literacy, tobacco, and alcohol.
- **Video Supplements** to use across the learning modules.

Normalizing and Glamorizing

Normalization of tobacco and alcohol use is portraying the use of these products as a routine, natural part of everyday activities. **Glamorization** associates tobacco and alcohol use with desirable qualities such as popularity, success, attractiveness, independence, maturity, fun, celebration, relaxation, and an escape from reality.

The power of these associations is strengthened significantly by the high **frequency** with which they appear in every medium, including television, radio, the Internet, magazines, music, movies, billboards, and in-store promotions at convenience stores commonly frequented by youth.

The Carnegie Report on Adolescents calls on educators, families, and others to:

- make media literacy programs a part of school curricula, of youth and community activities, and of family life,
- expand opportunities that include young people's views in the media and involve them in media production, and
- use the media for comprehensive health promotion campaigns.[4]

National Health Education Standard

Analyzing the Influence of Culture, Media, and Other Factors on Health

- Students in grades 5-8 will analyze how messages from media and other sources influence health behaviors.
- Students in grades 9-12 will evaluate the effect of media and other factors on personality, family, and community health.

Guidelines for School Health Programs to Prevent Tobacco Use and Alcohol[5]

- Fifth and sixth grade students will learn how personal feelings, family, peers, and the media influence decisions about tobacco use and develop counterarguments to tobacco advertisments.
- Middle school students will learn how tobacco manufacturers use various strategies, such as image advertising, to direct messages toward young people and will learn how to identify and counter strategies used in tobacco advertisements and other promotional materials.
- High school students will be able to identify and counter strategies used in tobacco advertisements and other promotional materials.

Because young people spend so much time with the media (teens ages 12-17 spend 21 hours a week watching television[6]), these compelling tobacco and alcohol messages reach them easily and often. Moreover, as youth strive to develop a valued self-image and establish their independence, appeals based on normalcy and glamour are especially strong.[7]

Media Message Formats

MediaSharp provides a structured approach to analyzing media promotion of alcohol and tobacco products by focusing on the key message formats which directly and indirectly encourage use:

- Marketing
- Entertainment
- News

As you will learn, these are highly interrelated formats, each joined by the common concern of earning monetary profits. **Marketing** seeks profits through higher sales of tobacco and alcohol products. Entertainment and news media make profits by providing companies with opportunities to promote their products to consumers through **advertising** and other promotional strategies. Marketing, entertainment, and news media portray use of tobacco and alcohol as routine and attractive, thereby normalizing and glamorizing these products.

Activities

Two types of suggested activities are provided for each of the three media message formats:

- *Media Analysis* activities help youth understand how the media *normalize* and *glamorize* tobacco and alcohol use. They also provide opportunities to "decode" or analyze messages that promote use of these products.
- *Media Production* activities increase youth mastery of analysis skills by having them create their own messages that *deglamorize* tobacco and alcohol and *glamorize* healthy behavior and lifestyle alternatives.

Each section provides a clear statement of objectives, background information, talking points, estimated time requirements, and activities. In many instances, you'll also find suggestions for expanding each activity. *You are strongly encouraged to adapt all suggested activities to your specific situation.*

Guiding Principles

MediaSharp can be easily integrated into existing curricula and youth programs. For educators, it applies to national health education standards and school health education guidelines for the prevention of tobacco use (see left sidebar). Additionally, the skills emphasized here—critical thinking, analysis, effective communication, and problem-solving—apply across the curricula, making *MediaSharp* a useful unit for interdisciplinary courses for 5th and 6th grades and middle and high school programs.

"Despite the frequently cited negative influences of media on youth, never have the media had more potential than they do today to affect positively the lives of young adolescents...they can also be powerful tools for teaching a wide range of cognitive and social skills. They can promote compassionate understanding, nonviolent problem-solving, and decent intergroup relations. They can portray human diversity while highlighting shared human experience. They can provide models of healthy development in childhood and early adolescence that increase public understanding of what it takes to raise competent youth."

— 1995 CARNEGIE REPORT ON ADOLESCENTS

1 *MediaSharp* does not assume that media are inherently bad and manipulative. We get most of our information from media, which can promote healthy as well as unhealthy lifestyles. In addition to alerting us to products and services that can make life easier and more enjoyable, media provide us with many benefits, including entertainment, relaxation, information, drama, excitement, and laughter. Rather than deny these benefits, *MediaSharp* works to provide an approach to recognize media's potential and shortcomings.

2 Most importantly, *MediaSharp* seeks to meet youth on their own ground, acknowledging and respecting their interests, needs, and values. *It does not try to tell them what to do, think, or feel about the media, or even about tobacco and alcohol.* We cannot make decisions for young people, but we can give them the facts so they can make informed choices.

3 Media education works best if you focus on the media that youth use and value and not attack or reject their media preferences. The suggested activities in *MediaSharp* have been developed for maximum flexibility so you can adjust them to the needs of youth. Team learning is an important way to build on youth's natural media interests and involvement. You can extend this involvement by encouraging them to share relevant media examples, such as favorite music videos, advertisements, and promotions.

4 Finally, it is critical that media education remains current. The short life span of any single message and the rapid evolution of media companies and technologies result in fast-moving targets.

You are strongly encouraged to visit the Centers for Disease Control and Prevention's (CDC) Tobacco Information and Prevention Source Page on the Internet: **http://www.cdc.gov/tobacco** and the Center for Substance Abuse Prevention's (CSAP) Web site: **http://www.health.org** prior to beginning *MediaSharp*. These resources also will allow you to keep *MediaSharp* activities updated and relevant. Other helpful media education resources and Internet sites are provided on pages 93-94.

MediaSharp Guiding Principles

- Reflect that media are not inherently bad,
- Meet youth on their own ground,
- Focus on media that youth use and value, and
- Stay current with changes in media content and technologies.

Youth, Media, Tobacco, Alcohol

Analyzing media is a complex task. The media are such a big part of our daily lives that it can be difficult to step back and assess their influence. To simplify this task, the following is a basic road map for examining how tobacco and alcohol are promoted through the media.

Normalization
Presentations of alcohol and/or tobacco as a routine part of social situations.

Glamorization
Presentations of tobacco and alcohol use as glamorous—sexy, romantic, popular.

Youth, Tobacco, and Alcohol

Adolescents face many developmental challenges, including:

- adjusting to changing body images,
- achieving strong, meaningful relationships with their peers,
- developing a sense of identity, and
- establishing independence.[1]

The choices youth make in responding to these challenges will significantly shape how they see themselves and their world. Anything or anyone who can ease the transition to emotional independence and a valued self-identity is particularly attractive to young people. The most persuasive tobacco and alcohol messages play directly to these needs, promising fun, popularity, relaxation, and escape.

Tobacco and alcohol are also seen as "forbidden pleasures" and their use as a "rite of passage" into the adult world.[2] Many youth also believe that tobacco and alcohol represent low-risk forms of rebellion against adult authority, a belief that is encouraged by adults who argue that these are less dangerous than other drugs.[3] This "relative risk" argument, however, ignores the very real and fatal costs associated with tobacco and alcohol use.

Key Facts about Tobacco

Tobacco kills more people every year than AIDS, car crashes, suicide, alcohol, illegal drugs, fires, and murders combined.[4] The average age at which young people start smoking is 14, but many begin much younger.[5] Youth who smoke or use chewing tobacco become addicted just like adults. Though those who start often express the intention to quit "eventually," they typically find it hard to stop.[6] In addition, tobacco use is highly associated with the use of stronger, more dangerous drugs and other risk behaviors.[7] While some youth view spit tobacco (or dip) as a safe alternative to cigarettes, it is not. In fact, its use is associated with cancer and can lead to disfigurement and death.[8] For more information, see *Teens and Tobacco: Fact Not Fiction*, page 18.

Key Facts About Alcohol

The average youth takes his or her first drink between ages 12 and 13,[9] usually without any understanding of alcohol's intoxicating effects or the relative strengths of different alcoholic beverages.[10] While alcohol is not generally as addictive as tobacco, its consequences can be immediate and deadly. Alcohol-related car crashes are the leading cause of death for teenagers and young adults.[11] The additional costs of long-term disability, higher insurance rates, and medical expenses reach into the billions of dollars.[12] Young people who drink are also more likely than their non-drinking peers to experience serious problems such as depression, suicide, delinquency, and violent behavior.[13] For more information, see *Teens and Alcohol: Fact Not Fiction*, page 19.

Youth and Media

Young people smoke, dip, and drink for a variety of reasons, including being influenced by peers, family, and the media.[74] However, there is no ignoring the intensity with which tobacco and alcohol companies promote their products as normal and glamorous, as ways to alternatively *celebrate* life's joys and *escape* its frustrations. The suggestive power of these messages is particularly evident in that the major benefits of these products as perceived by youth are exactly those portrayed so frequently in the media (see box at right).

By the time children enter middle school, they have well-developed patterns of media use. They have spent tens of thousands of hours watching television, listening to the radio, watching movies and videos, and playing video and computer games as well as "surfing" the Internet. Even teenagers who enjoy increased freedom of movement and activity outside the home continue to be heavy media users, spending more than 40 hours a week watching television and videos; listening to the radio, CDs, and cassette tapes; and reading magazines, newspapers, and books.[75]

As youth enter adolescence, media help them define who they are, what they want to become, and the nature of their world. Today's media meet youth head-on. They teach without preaching and provide acceptance, encouragement, excitement, and fun, such as the ad on this and the next page demonstrate. They show a range of lifestyles and behaviors to choose from and indicate which are valued, desirable, important, and worthwhile, as reflected by the ads on pages 14, 15, 16, and 22 depicting humor, being cool, tough and or sexy. In short, they demonstrate what is normal and what is glamorous. No wonder, then, that the media are so powerful a force in the lives of youth.

Because of the power and presence of media, it is essential to help youth understand what they do and don't tell us—to help them distinguish fiction from fact. In the case of tobacco and alcohol, a *lot* of facts are left out, and a *lot* of fiction is created.

The Five Most Commonly Perceived "Benefits" of Tobacco and Alcohol[75]

1. **Use Is a Rite of Passage** — a way to enter adulthood, be grown up.
2. **Use by Successful, Attractive People** — a way to be popular, glamorous, sexy, charming, tough, independent, strong.
3. **Use Is Normal** — a sense that "everybody's doing it."
4. **Use Is Safe or Not Harmful** — a sense that it can't be that bad or so many people wouldn't do it, or that use isn't dangerous in moderation for just a few years.
5. **Use Is Relaxing in Social Settings** — a way to feel at ease in a group or a crowd; to relax, escape, and celebrate.

"Collectively, the various media are among the most pervasive influences in the lives of young adolescents. Media literacy education provides the opportunity for young adolescents to be active, critical consumers of media's messages. Together with families, community organizations, and schools, media-savvy adolescents may shape their own media environment in the next century."

— 1995 CARNEGIE REPORT ON ADOLESCENTS

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Types of Media

Prior to exploring exactly how tobacco and alcohol are promoted, it is useful to examine some basic aspects of media. All media are defined and shaped by their production techniques. Understanding these techniques is critical to analyzing media messages in both print and electronic media.

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Print media use printed text and photographs to inform and entertain. This covers a tremendous variety of books, magazines, newspapers, catalogs, brochures, billboards, point-of-purchase displays, in-store advertising, and even **brand** names or logos on T-shirts and other products.

Print media rely on images and words to convey their messages. They lack moving images or sound, but capture attention and convey excitement through use of *color, lighting, layout, type styles,* and *carefully crafted wording.* The clear advantage of print media is that they are tangible products, able to be possessed and reused more easily than electronic media.

Electronic media's predominant forms include television, radio, recorded music, videos, film, and computers (computer games, online communication services, and Internet World Wide Web connections). All of these media provide news and entertainment, typically supported through advertising.

Electronic media messages are more complex than print media because they provide dynamic images and sound. *Movement, setting, music, dialogue, camera angles,* and *editing techniques* are important elements used to create attractive, interesting, and compelling media messages.

Tobacco and alcohol companies, seeking to sell their products, rely on every form of media to normalize and glamorize them. Every possible production technique is used to attract attention and create awareness of, interest in, and, ultimately, use of their particular brands.

Major Message Formats

Normalizing and glamorizing tobacco and alcohol in the media occur in three critical message formats—marketing, entertainment, and news.

Marketing *is the most obvious and intentional* form of tobacco and alcohol **promotion**. Drawing on a host of strategies (advertising, promotional contests and giveaways, and **sponsorship** of community and sporting events), tobacco and alcohol companies spend huge sums of money every year to surround us with images of these products as healthy, fun, and exhilarating. The tobacco industry spends $6 billion a year on promoting its products;[7] the alcohol industry spends another $4 billion.[8] The stated purpose of these promotions is to persuade current adult users of tobacco and alcohol to switch brands. However, these messages easily reach and influence young people who develop (1) strong brand awareness, (2) beliefs that "everybody" uses tobacco and alcohol, and (3) perceptions that tobacco and alcohol use are associated with personal success and attractiveness.[9]

Entertainment media include television and radio programming, movies, recorded and live music, magazines, books, games, and computers. These media serve two critical functions: (1) to provide audiences with entertaining content and (2) to provide companies with opportunities to promote products and services to these audiences.

Promotion of tobacco and alcohol use in entertainment media occurs in two ways. First, these media are heavily used to

advertise tobacco and alcohol—particularly beer and wine. Second, tobacco and alcohol are regularly used in entertainment programs, particularly in television programs, films, and music.[8] These portrayals are more subtle than advertising because they occur *within* a **storyline** or song and commonly are used as props to establish characters as tough, independent, attractive, and mature.

The line between entertainment and marketing is blurred by the practice of **product placement** in which companies arrange to have their specific brands used in a particular TV program or film. Such placement may be arranged and paid for through brokers or through donating products for use by set designers.[9] The use of brand name products by popular media characters, as well as the actors who portray them, builds upon the well-established practice of celebrity product endorsements.

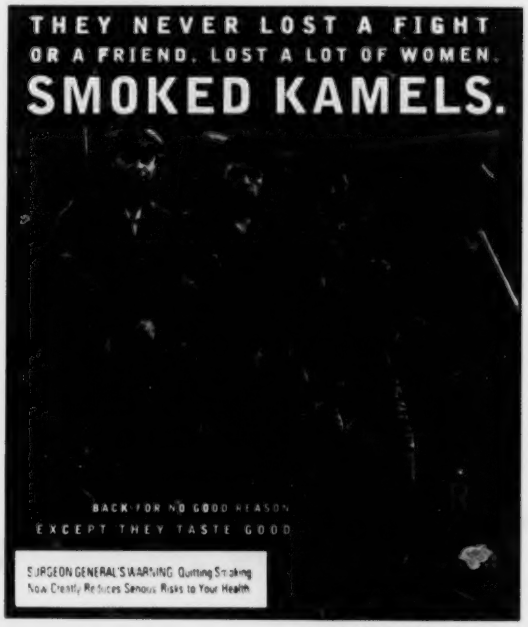
News media—primarily television, newspapers, magazines, radio, and computers—are a primary source of information about our community and the wider world. Because of this, it is necessary to understand how news media impact our perceptions of tobacco and alcohol use.

In general, news media are the least obvious sources of tobacco and alcohol normalization and glamorization messages. This is largely due to the fact that news media cover more of the negative consequences of tobacco and alcohol use than do marketing and entertainment media. The more "balanced" nature of reporting is important, but news media can contribute to the normalization and glamorization of tobacco and alcohol use in at least three ways.

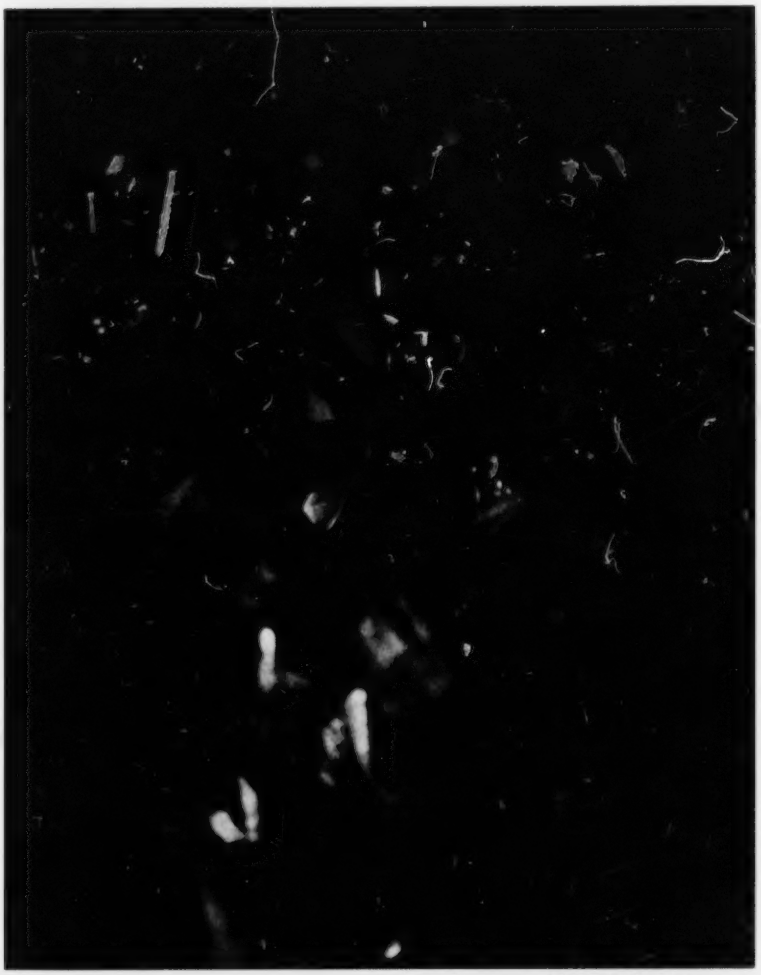
First, news media focus on the rare more than the routine. As such, the "routine" nature of tobacco and alcohol-related illnesses, injuries, and deaths make them less "newsworthy." An airplane crash that kills 400 people will get a lot more coverage than the fact that smoking kills more than 400,000 Americans every year. Tobacco and alcohol issues are typically covered only when:

- a new study is published on the health effects or consequences of tobacco or alcohol use,
- a new study is published showing changes (either up or down) in rates of use,
- a national or local celebrity gets involved in or is affected by the issues, or
- a court case related to tobacco or alcohol begins or ends.

Second, the profit interests of news media may influence the amount and nature of news stories about tobacco and alcohol.


THEY NEVER LOST A FIGHT
OR A FRIEND. LOST A LOT OF WOMEN.
SMOKED KAMELS.
BACK FOR NO GOOD REASON
EXCEPT THEY TASTE GOOD
SURGEON GENERAL'S WARNING: Quitting Smoking
Now Greatly Reduces Serious Risks to Your Health

© 1996 R.J. Reynolds Tobacco Co.



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Negative coverage of these products or industries may result in the loss of important advertising budgets. In rare cases, it also may lead to costly lawsuits or threats of lawsuits by tobacco and alcohol companies.

Third, the news media contribute to the association of tobacco and alcohol with celebrations when they broadcast live from smoke-filled bars on New Year's Eve and cover champagne celebrations in the locker rooms of championship sports teams. In addition, sports **footage** during newscasts may include tobacco and alcohol product logos that are displayed in sports arenas and on player uniforms and sporting equipment (such as NASCAR automobiles).

Questioning the Media

Decoding media messages can be complex yet ultimately engaging and fun, much like a detective sifting through clues at a crime scene. To sort through all the data at the crime, a detective follows standard procedures for collecting, recording, and storing evidence. Media analysis follows a similar set of procedures using seven critical questions to analyze every media message (see next page). Each question draws attention to the underlying purposes and contexts of media messages, allowing us to see through the glitz and power of messages that promote tobacco and alcohol use.

The Seven Critical Media Questions

Knowing the answers to these questions is key to understanding media messages.

1 Who is communicating and why?

Every message is communicated for a reason—to entertain; inform, and or persuade. However, the basic motive behind most media programs is to profit through the sale of advertising space and sponsorships.

2 Who owns, profits from, and pays for media messages?

Media messages are owned. They are designed to yield results, provide profits, and pay for themselves. Both news and entertainment programming try to increase listenership or viewership to attract advertising dollars. Movies also seek to increase box-office receipts. Understanding the profit motive is key to analyzing media messages.

3 How are media messages communicated?

Every message is communicated through sound, video, text, and or photography. Messages are enhanced through camera angles, special effects, editing, and or music. Analyzing how these features are used in any given message is critical to understanding how it attempts to persuade, entertain, or inform.

4 Who receives media messages and what sense is made of them?

Messages are filtered through the "interpretive screens" of our beliefs, values, attitudes, and behaviors. Identifying the target audience for a given message and knowing its "filters" and the way in which it interprets media messages help make you media sharp!

5 What are the intended or underlying purposes and whose point of view is behind the message?

Behind every message is a purpose and point of view. The advertiser's purpose is more direct than the program producer's, though both may seek to entertain us. Understanding their purposes and knowing WHOSE point of view is being expressed and WHY is crucial to being media sharp.

6 What is NOT being said and why?

Because messages are limited in both time and purpose, rarely are all the details provided. Identifying the issues, topics, and perspectives that are NOT included can often reveal a great deal about the purposes of media messages. In fact, this may be the most significant question that can uncover answers to the other questions.

7 Is there consistency both within and across media?

Do the political slant, tone, local national international perspective, and depth of coverage change across media or messages? Because media messages tell only part of the story and different media have unique production features, it helps to evaluate multiple messages on the same issue. This allows you to identify multiple points of view, some of which may be missing in any single message or medium. This is typically referred to as the "**multi-source rule**."

TEENS AND TOBACCO: FACT NOT FICTION

■ Every day in the United States, 6,000 young people try smoking. More than 3,000 become regular smokers—that's more than one million new smokers a year.[1]

■ The prevalence of cigarette smoking among young people has remained virtually unchanged over the past decade, and the most recent data show an actual increase in teen smoking. In 1995, 21.6% of high school seniors smoked daily—up from 17.2% in 1992. Between 1991 and 1995, the percentage of eighth graders who smoked increased 34%.[2]

■ Spit (smokeless) tobacco use among youth is a growing problem. Data from recent school-based surveys indicate that about one in every five male students in 8th through 12th grades uses spit tobacco.[3] Spit tobacco can cause gum disease and cancer of the mouth, pharynx, esophagus, and pancreas.[4] It may also increase the risk of heart disease and stroke.[5]

■ Each year, more than 947 million packs of cigarettes and 26 million containers of spit tobacco are sold illegally to youth younger than 18. These products account for $1.26 billion in annual sales and generate $221 million yearly in tobacco industry profits.[6]

■ It is estimated that young people have a 73% success rate in buying tobacco over the counter and a 96% success rate in buying cigarettes through a vending machine. Three-fourths of 8th graders and 90% of 10th graders say it is fairly or very easy to get cigarettes.[7][8]

■ Several studies have found nicotine to be addictive like heroin and cocaine.[9][10]

■ In a government survey, about three-fourths of daily cigarette smokers (73.8%) and daily spit tobacco users (74.2%) reported that they continue to use tobacco because it is really hard for them to quit. About 93% of daily cigarette smokers and daily spit tobacco users who previously tried to quit reported at least one symptom of nicotine withdrawal. Young people who try to quit using tobacco suffer the same withdrawal symptoms as adults who try to quit.[11]

■ For the tobacco industry to preserve its market status, it must attract 2 million new smokers each year.[12] In 1993, tobacco companies spent an estimated $6 billion—or more than $16 million a day—to advertise and promote cigarettes.[13] The same year, an additional $119 million was spent to advertise and promote spit tobacco products.[14] About 90% of all new smokers are young people ages 18 and younger.[15] A government survey found that about 80% of adolescent smokers who bought their own cigarettes preferred Marlboro, Camel, or Newport cigarettes—the most heavily marketed brands.[16]

■ Teen smoking is one of the few early warning signs we have in public health. Teens who smoke are three times more likely than nonsmokers to use alcohol, eight times more likely to use marijuana, and 22 times more likely to use cocaine. Smoking is also associated with a host of other risk behaviors, such as fighting and engaging in unprotected sex.[17]

■ Each year, more than 400,000 Americans die prematurely as a result of tobacco use—more than those who die from AIDS, homicide, suicide, drug abuse, car crashes, and fire combined. This number represents one of every five deaths in the United States. These premature deaths also represent a yearly loss of 5 million years of life.[18]

* See Endnotes, "Tobacco References," on page 98.

MediaSharp

TEENS AND ALCOHOL: FACT NOT FICTION*

- The average youth who drinks is 16 years old, in the 10th grade, and took his/her first drink between the ages of 12 and 13.

- Fifty-one percent of junior and senior high school students have had at least one drink within the past year. Nearly 40% of all young people report drinking weekly.

- Junior and senior high school students drink 35% of all wine coolers sold in the United States and 1.1 billion cans of beer each year.

- More than 5 million young people have "binged" (consumed five or more drinks in a row). Nearly 500,000 report binging almost every week, consuming an average of 15 drinks weekly.

- More than 3 million young people drink alone; more than 4 million drink when they are upset; and nearly 4 million drink because they are bored.

- Many young people receive their information about alcohol from unreliable sources. More than 4 million learn about alcohol from their friends; more than 5 million say they "just picked up" their knowledge without anyone's help.

- Nearly two-thirds of young people report being able to buy alcohol in stores. They use fake identification and/or buy from stores known to sell to young people or which employ young clerks. Friends, parties, and stores are the main sources for alcohol.

- Young people lack essential knowledge about alcohol and its effects. Nationwide, 5.6 million young people are unsure about the legal age to purchase alcohol. A third of all youth do not understand the intoxicating effects of alcohol, nor the relative strengths of different alcoholic beverages. More than 2.6 million do not know a person can die from an overdose of alcohol.

- Young people accept rides from friends who have been drinking.

- Parents, friends, and alcoholic beverage advertisements influence youth's attitudes about alcohol.

- In 1994, the alcohol industry spent approximately $1 billion in alcohol advertising, of which $708.7 million was spent by beer marketers. In contrast, the National Institute on Alcohol Abuse and Alcoholism's 1993 budget was only $176 million, used primarily for basic and clinical research.

- Brewers and beer distributors spend millions of dollars each year sponsoring college events including sports events, rock concerts, and spring break promotions. In 1993, brewers spent an estimated $407 million for sponsorships of sports, music, cultural, and other special events.

* See Endnotes, "Alcohol References," on page 98

Getting MediaSharper

The following steps are provided to help you plan the best way to use *MediaSharp*.

Implementation Steps

STEP 1 Assess the time, skills, and production resources available in your community. This includes such organizations as your local television and radio stations, public service stations, advertising agencies, and university or college media departments. Whatever your resources, you can incorporate media education into your current activities. For example, you can invite a local news anchor to speak to your social studies class, have students design counter ads in health class, write and act out a talk show in language arts, or organize a teen news or advertising team for after-school fun.

If you are a pediatrician or other health professional, you can speak at a PTA or other school function, provide the handouts included in this guide to your patients, discuss the guide's core messages with parents and their children, and host *MediaSharp* seminars. If you have a Web page, you can link it with CDC's media literacy or kids' tobacco home page. Further, you can have copies of *"The Seven Critical Media Questions"* available in your waiting room for parents and patients to read.

STEP 2 Familiarize yourself with the five learning modules of *MediaSharp*. The *Learning Modules Grid* provides a brief overview of each module, related activities, objectives, and suggested content areas in which *MediaSharp* can be taught. You should particularly focus on the **Media Mapping** activities. These activities allow youth to identify the amount and type of tobacco and alcohol messages that reach them every day through marketing, entertainment, and news media. Completion of all four mapping activities will provide youth with a comprehensive picture of the pervasive presence and appeal of messages that promote tobacco and alcohol use in their community.

STEP 3 Decide which specific *MediaSharp* modules you will conduct. If you do not have the time to implement all five, consider the following suggestions:

- **Coordinate *MediaSharp* with others.** If you are a teacher, give the modules to teachers of different subjects. This allows the modules to be taught in many subject areas, reduces the work for any one teacher, and provides more multidisciplinary, concentrated learning. If you are a youth group leader, explore a cooperative approach with other youth groups or with educators at a local middle or high school.

  If you are a pediatrician or other health professional, work with schools or community groups to incorporate the modules into your talks with school children about alcohol and tobacco use. You also can use the modules in your seminars.

- **Implement the first two modules**—*Ready, Set, ACTION!* (page 25) and *It's All in the Marketing* (page 39). The first module provides youth with basic skills required for media analysis and production. The second allows youth to practice these skills by focusing on marketing messages which are often easier for youth to "decode" than the more subtle messages in entertainment and news media.

- **Focus on media and message formats youth prefer.** This gains immediate interest, automatically focuses on how youth currently interact with media, and provides the most impact in the shortest time.

- **Focus only on the messages in a *single medium* (*such as TV or magazines*).** This will allow youth to study how tobacco and alcohol are presented across the three media message formats (marketing, entertainment, and news), enabling them to examine the nature and effect of supporting and conflicting messages.

- **Focus on a *single message* across different media formats** (*such as a contest that is promoted on TV, radio, billboards, magazines, and store displays*). This provides more time for an in-depth assessment and places greater emphasis on understanding how different media each contribute to the normalization and glamorization of tobacco and alcohol use.

STEP 4 For media mapping activities, think about which areas in your community will

be easiest for youth to map. They may be the neighborhoods where youth live or a popular area in your community where youth spend their time. Key points to consider are (a) the ability of youth to map the area with little or no adult assistance and (b) the concentration of tobacco and alcohol messages there. Locations can be selected in advance, but ideally you should involve youth in making the choice.

It is important to be sure the selected neighborhood is large enough to include a range of media and messages, but not so large that youth cannot easily complete the mapping assignment. The neighborhood may be as small as a 10- to 20-block area in cities or a 10-mile area in rural regions. If you select a larger area, you may need to solicit parents'/guardians' assistance.

Alternatively, you can focus on only the messages youth encounter on their way to and from school, at youth group meetings, while shopping, or in their homes. You may also consider arranging a field trip with youth for the purpose of completing the mapping exercise.

Mapping activities can be done in teams or as a class/group. However, it is useful and more efficient to *assign half the class/group to focus on tobacco messages and the other half on alcohol messages.*

STEP 5 Review the video and discussion questions. Following a brief introduction that defines the concept of media literacy education, Part I provides examples of persuasive tobacco and alcohol messages. Part II showcases youth-produced counter ads which present a more questioning, critical reading of tobacco and alcohol messages. The guide contains suggested areas where each video segment may be useful. Decide where you feel the video segments will best complement the *MediaSharp* activities you choose to implement. The video may also be good to show to parents/community groups interested in youth media education.

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Strengthening the Effectiveness of *MediaSharp*

The dynamic and ever-changing nature of the media ultimately requires community involvement. In particular, parents, community organizations, pediatricians and other health professionals, and media groups with access to new information technologies can be tapped to increase the reach and effectiveness of *MediaSharp*. Such efforts also ensure that media education continues beyond a single classroom or group activity.

Partnering with Parents

Parents and guardians should be invited to participate in their children's exploration of the media. This will help reinforce and sustain media literacy education at home. To facilitate this invitation, we have provided a *Letter to Parent(s)/Guardian(s)* and a *Media Tips for the Home* handout that can be sent home with youth.

Connecting with the Community

Nurturing the next generation of safe, healthy, media-savvy citizens is everybody's business. Reaching out to others in your community will broaden the media-learning partnership you forge with parents. These partnership activities include:

- **Developing joint efforts between youth groups and schools** to reinforce learning. Identify potential partners such as the PTA, Boys and Girls Clubs, Girl Scouts, Boy Scouts, the YMCA and YWCA, and local chapters of MADD and SADD. Participating in a wider community partnership will make it easier to bring *MediaSharp* knowledge and skills to youth in your community without demanding too much from any one person or organization. Also explore whether there are local media literacy groups in your community. The national media literacy education organization sites listed in the appendix (page 93) can help you identify such partners.

- **Tapping media professionals in your communities**—reporters, television producers, copywriters for advertising agencies—who can enrich your *MediaSharp* activities by providing "real world" media insights. Their organizations can also sustain the momentum of *MediaSharp* by publicizing, supporting, and showcasing youth media productions.

- **Involving pediatricians in educational and community efforts**—As doctors who are concerned about the overall health and well-being of children and adolescents, pediatricians appreciate how media can affect children's development and behavior. They also have knowledge about children's substance use. Involve pediatricians in your media education efforts by inviting them to speak to your school, youth, community, or parent groups. They enjoy working with children, and their regular contact with families provides yet another avenue by which to expand the impact of *MediaSharp* messages.

And the Wider World. . .

You'll also find a list of key references and resources in the back of this guide (pages 93-94). These include books, articles, and experts you can consult. The list also provides online information resources available through the World Wide Web, including more *MediaSharp* information and activity suggestions. See CDC's Tobacco and Prevention Source Page at http://www.cdc.gov/tobacco and CSAP's Web site at http://www.health.org.

Ready. Set. ACTION!

Ready. Set. ACTION! is an essential introduction to media education, designed to teach youth the basic tools for critically evaluating media messages. The module provides two activities:

Media Likes and Dislikes focuses on what youth like and dislike about media, their levels of use, and the media channels and formats they prefer. Use the results of this activity to tailor *MediaSharp* to youth in your class or group.

Reading Media introduces youth to: (1) the normalization and glamorization of unhealthy lifestyles, (2) seven critical media questions, and (3) media mapping. These provide the basics of media analysis which are applied across all modules so youth can practice and improve their skills.

Objectives

Youth will:

- identify the type, amount, and nature of their use of media,
- conduct a basic reading of tobacco and alcohol media messages by applying critical media questions,
- define and identify examples of "normalization" and "glamorization" in the media.

TERMS & CONCEPTS

Entertainment Media: Media that give people a pleasing diversion. The main entertainment media are television, radio, movies, music, magazines, books, games, and computers.

Glamorization: Presentation of tobacco and alcohol use as glamorous—sexy, romantic, popular.

Marketing: The use of advertising, promotional activities (contests, "freebies"), and event sponsorship in order to make people aware of, attracted to, and, ultimately, willing to buy a product or service.

Media Literacy: The ability to "read" and produce messages in a variety of print and electronic media.

News Media: Media programs that tell us about events in our community and our world. The main news media are television, radio, newspapers, magazines, and computers.

Normalization: Presentation of tobacco and alcohol as a typical and acceptable part of social gatherings.

ACTIVITY 1-1: READY, SET, ACTION!

Media Likes and Dislikes

Focus

Assess what youth like and dislike about the media, with attention to actions and attitudes that are seen as "normal" and "glamorous."

Time

45 minutes

Materials:

- *Handout 1: Home Media Inventory*
- *Handout 2: Letter to Parent(s)/Guardian(s)*
- *Handout 3: Media Tips for the Home*
- *Handout 5: The Seven Critical Media Questions*

Talking Points

- Television and other media have significant power to educate, inform, and influence the way we see ourselves and others. The media help define what is good, valued, expected, normal, and glamorous. These definitions often influence how we feel and act.
- The media send out lots of messages about lifestyle choices. Typically, there is no presentation or discussion of the harmful outcomes of smoking or drinking, such as cancer, heart disease, or alcohol-related car crashes. The learning unit we're starting today is designed to develop skills in analyzing the media.

Action Steps

1 Discuss which media youth use and like most:

? What types of media do you like most? Least? Why?

EXAMPLES:
Television, radio, music CDs and cassettes, movies, magazines, books, newspapers, computer games and programs, online services, the Internet.

? What particular media programs/content do you like most? Least? Why?

EXAMPLES:
MOVIES/TV: sitcoms, dramas, romances, adventures, sci-fi, talk shows, sports.

MUSIC/RADIO: rap, pop, rock 'n' roll, country.

MAGAZINES: sports, beauty, fitness, fashion, music, cars.

? What media characters do you like most? Least? Why? Are their behaviors healthy or unhealthy?

? What media personalities/actors do you like most? Least? Why? Are their behaviors healthy or unhealthy?

2 Shift the discussion to the major media message formats examined in *MediaSharp* (see below). Define each format. Ask youth to identify examples they think are most and least effective for each:

- **Marketing Activities**
  Advertising (e.g., television and magazine ads, billboards, in-store displays)
  Promotional contests (e.g., Marlboro Miles, Camel Cash, Bud Bowl)
  Event sponsorship (e.g., Winston Cup Auto Racing, Olympics, music concerts)
- **Entertainment** (e.g., movies, music, television, radio, books, games, computers, magazines)
- **News** (e.g., television, radio, newspapers, magazines, computers)
- **Art Exhibits**

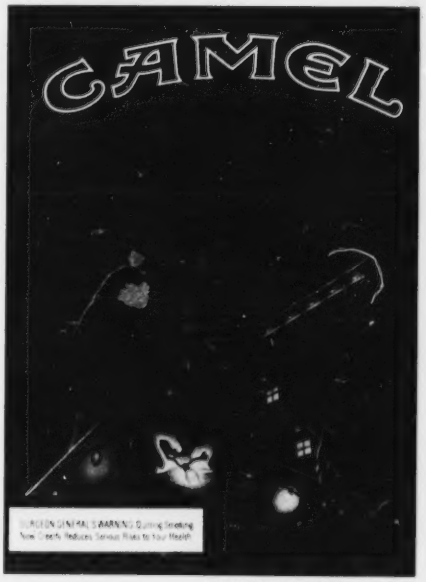
3 Show Video—*Introduction and Part I: Who's Influencing Whom?* Use the questions at the end of *Part I* to discuss media and the concept of media literacy—the ability to both read and produce messages in a variety of print and electronic formats.

4 Distribute *Handout 1: Home Media Inventory*. Have youth identify the media in their homes, school, and community and how much time they spend with each.

You can do this in class if you have time, or have youth complete it as a homework assignment and discuss during the next meeting.

5 Ask youth to collect examples of advertisements, such as the one shown here, for use in the next activity. These should include tobacco and alcohol ads and general product ads that youth find particularly appealing, enjoyable, or effective.

Alternatively, you may choose to bring a selection of ads yourself. We recommend that you begin a collection of advertisements to which youth can add throughout your ***MediaSharp*** *activities. The collection can be expanded to include any media messages young people like, such as magazine articles, photographs, T-shirts, and promotional contest materials.*



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6 In order to involve parents or guardians in their children's *MediaSharp* activities and promote reinforcement of their learning at home, distribute the following handouts to youth. Ask them to take these home and discuss them with their parents or guardians:

- *Handout 1: Home Media Inventory*
- *Handout 2: Letter to Parent(s)/Guardian(s)*
- *Handout 3: Media Tips for the Home*
- *Handout 5: The Seven Critical Media Questions*

ACTIVITY 1-2: READY, SET, ACTION!

Reading Media

Talking Points

- More than ever, the ability to think, read, and write are important to personal success. By helping us to gather information, make informed choices, and convey our personal thoughts and feelings, these skills help us interact with others effectively.

- Because of a tremendous increase in use of new media technologies—such as digital, interactive, and other computer-generated innovations—*literacy* means more today than being able to read and write printed text. We need to be able to interpret *and* produce messages using these electronic technologies. In short, we need to be *media literate*.

- Over the next few days/weeks, we will be examining ways to "read" and produce multimedia messages, including TV, radio, music, videos, and photographs, as well as traditional print media such as newspapers and magazines. We will also focus on the ability to read *behind* messages to identify the underlying intentions of specific messages. In particular, we will explore what media messages want from us—what they want us to believe, feel, and do.

- We're going to begin today by examining the key skills necessary to being a sophisticated reader of *all media*.

Action Steps

1 Have youth exhibit the examples of the advertisements they found. For the moment, exclude those that promote tobacco and alcohol.

Have youth classify their ads into categories. For example, identify all those that feature people versus just the product, those focusing on men and women together versus just men or women, those focusing on groups of people versus one or two people. Discuss the following:

? Which ads do you like the best? Least?

? Why do you feel the way you do about specific ads? Do you think the way these are created have anything to do with your feelings about them?

Focus attention on:

- featured models/characters
- ethnicity/race
- gender and age
- physical appearance and clothing
- setting or activity shown
- size and content of the text
- colors used
- picture angle/distance

2 Distribute *Handout 4: Glamorization Appeals*. Discuss the appeals to ensure youth understand them. Discuss how they may be used to make product use appear "normal" and "routine." Have youth identify additional appeals and examples of each type of appeal in their collected ads.

Focus

Provide a basic introduction to advertising methods for normalizing and glamorizing products, with a particular emphasis on tobacco and alcohol.

90 minutes. (This could be a two-period activity.)

- Advertising examples
- *Handout 4: Glamorization Appeals*
- *Handout 5: The Seven Critical Media Questions*
- *Video—Part I*

3 Now focus on the tobacco and alcohol advertisements. Classify glamorization appeals in these ads. Discuss how these ads compare with the ads discussed in Step 1.

4 Distribute and review *Handout 5: The Seven Critical Media Questions*. Discuss the nature and purpose of each question. Have youth select one tobacco or alcohol advertisement and analyze the ad using the relevant questions.

OPTIONAL: If you didn't show the Video—Part I during Activity 1, it may be useful to show it here as a demonstration of the pervasiveness of tobacco and alcohol messages.

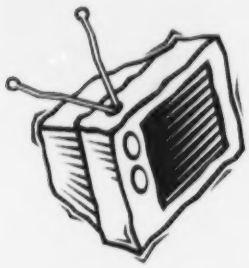
Handout 1

NAME _____

Home Media Inventory

Which of the following media do you have at home? How much time do you personally spend with each during a typical week?

	HAVE	USE
A. Television		
Network	_____	_____ hours
Cable	_____	_____ hours
B. Radio		
What stations do you listen to most?	_____	_____ hours
1. _____		
2. _____		
C. Recorded music (compact discs, cassettes)		
What are your favorite types of music?	_____	_____ hours
1. _____		
2. _____		
D. Video movies		
What are your favorite movies?	_____	_____ hours
1. _____		
2. _____		
E. Magazines (give examples)	_____	_____ hours
Subscriptions 1. _____		
2. _____		
Purchases 1. _____		
2. _____		
F. Newspapers (give examples)	_____	_____ hours
1. _____		
2. _____		
G. Computer		
Internet _____	_____	_____ hours
Games _____	_____	_____ hours
Other _____	_____	_____ hours



Dear Parent(s)/Guardian(s):

This letter is to let you know about a new and exciting learning activity we are beginning. **MediaSharp:** *Analyzing Tobacco and Alcohol Messages* teaches young people about the many messages they see and hear in the media which encourage use of tobacco and alcohol. This set of activities has been specifically designed by the Centers for Disease Control and Prevention (CDC), the Center for Substance Abuse Prevention (CSAP), the American Academy of Pediatrics, and the National Education Association Health Information Network to teach youth how to decode these media messages by seeing through the glitz and glamour used to sell tobacco and alcohol.

By helping youth recognize how saturated the media are with tobacco and alcohol images that make these products seem glamorous and normal, they will be able to make better choices in the face of these powerful images.

You can help support this important exploration of the media by participating with your child on the various homework assignments that are part of the learning unit. These include counting and evaluating tobacco and alcohol images in television shows, commercials, and sports programs, and advertising in newspapers and magazines. Your child will also be asked to develop a map of the neighborhood around your home or the school to identify the many and often unexpected ways tobacco and alcohol are promoted, such as on billboards, signs in grocery stores, convenience stores, restaurants, and through sports event sponsorships.

I encourage you to participate with your child in these exercises and to use the opportunity to discuss your own views about tobacco and alcohol use. In addition, your participation will allow you to reinforce these important "media reading" skills both during and after we have completed our *MediaSharp* activities.

Please feel free to contact me with any questions you may have.

Sincerely,

Handout 3

NAME _____

Media Tips for the Home

Media play a large role in most of our lives today, providing us with both information and entertainment—some good and some bad. To get the most from media, however, it is important to make careful choices. By following the simple steps listed below, your family can practice thinking about and questioning the media messages you receive.

1 Know what forms of media exist in your community.

Media take many forms. While the major ones are TV, radio, magazines, newspapers, books, and recorded music, computers have quickly become an important new medium. Billboards, in-store advertising and promotions, flyers, posters, and direct mail are other common media used to send messages to consumers.

2 Recognize that media are important to young people for both communication and expression.

While it is important for you to express concerns you may have about the media messages your children receive, do so in a way that shows you value their media interests and choices.

3 Know what media your children see and hear.

You can't know everything your children are exposed to. But you can talk with them about their use of the media and what they like and why. Make discussions of the media a natural topic of conversation in your home.

4 Make media use (such as watching TV) a family affair.

TV is the main medium used by most people, particularly children. Because TV viewing takes place largely at home, you have some control over what, when, and how much your children watch. Most importantly, make TV viewing a family activity. Talk back to your TV. Explore with your children how realistic the programs are. Examine messages that encourage healthy attitudes and behaviors compared with those that may encourage your children to take risks with their health. Discuss what is being shown and how it fits with your beliefs, opinions, and values.

5 Discuss other media with your children.

Children are exposed to a lot of media outside the home. Advertising takes place everywhere—on billboards, in store windows, inside stores, at bus stops, and more. Comment on these media as you encounter them with your children.

6 Make media use a planned activity.

Be sure your children are exposed to quality programs and materials by helping them choose what to watch, read, and listen to. Discourage habits of just watching whatever is on TV or reading whatever is lying around the house. Be a role model for smart use of the media to show your children how they can learn and be entertained without becoming passive media users.

7 Help your children understand the commercial nature of media.

You don't need to be an expert to help your children understand how media are used to sell products, services, and images. Use your own experience and knowledge to discuss ways in which advertising can be misleading. Talk about how entertainment programs attract viewers for the purpose of showing them advertisements. Selling advertisements is the main way media companies make money.

8 Plan activities that don't involve media.

It's easy to simply let the media dominate family time. However, it is important for children and young people to have a wide range of activities. By planning family outings to the park, the museum, the library, and other places in your community, you can make sure your children don't spend all their time with media. Getting them involved in local youth groups is another constructive and healthy alternative.

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Handout 4

NAME _____

Glamorization Appeals

Media messages use many appeals to get our attention and make us interested in a product. These appeals are also used to make products appear "glamorous" and "normal." The following appeals are used a lot, particularly for tobacco and alcohol products. Add other appeals you may have seen, and use this page for coding media messages. Remember, many messages use more than one appeal, so look closely.

YOU WILL USE THE **GLAM CODES** IN LATER ACTIVITIES, SO KEEP THIS HANDOUT.

APPEAL			GLAM CODE
SUCCESSFUL	=	**First-class, elegant, sophisticated, exclusive, adult, mature** Promotes tobacco and alcohol use as important for successful, sophisticated people.	**SUC**
POPULAR	=	**Well-liked, center of attention, socially successful** Promotes tobacco and alcohol use as ways to be part of the "in-crowd," useful in being liked, accepted, and valued by others.	**POP**
ROMANTIC	=	**Sexually appealing, sensual pleasure, physically attractive** Portrays tobacco and alcohol use as ways to be "successful" in intimate relationships, part of what makes people "desirable."	**ROM**
INDEPENDENT	=	**Rebellious, adventurous, mature, self-assured, distant, aloof** Portrays tobacco and alcohol use as ways to express one's individuality, with a specific focus on being independent, courageous, and tough.	**IND**
HEALTHY	=	**Clean, active, refreshing** Portrays tobacco and alcohol use as "refreshing" and restful, something done by people who appear healthy and active.	**HLTH**
HAPPY	=	**Joyful, exhilarated, ecstatic, playful** Associates tobacco and alcohol use with pleasurable emotions.	**HAP**
FUNNY	=	**Humorous, clever, witty** Associates tobacco and alcohol use with fun, "good times," and amusement.	**FUN**
_____	=	_____	
_____	=	_____	
_____	=	_____	

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Handout 5

NAME _____

The Seven Critical Media Questions

Knowing the answers to these questions is key to understanding media messages.

1 Who is communicating and why?

Every message is communicated for a reason—to entertain, inform, and/or persuade. However, the basic motive behind most media is to profit through the sale of advertising space and sponsorships.

2 Who owns, profits from, and pays for media messages?

Media messages are owned. They are designed to yield results, provide profits, and pay for themselves. Both news and entertainment programming try to increase listenership or viewership to attract advertising dollars. Movies also seek to increase box-office receipts. Understanding the profit motive is key to analyzing media messages.

3 How are media messages communicated?

Every message is communicated through sound, video, text, and/or photography. Messages are enhanced through camera angles, special effects, editing, and/or music. Analyzing how these features are used in any given message is critical to understanding how it attempts to persuade, entertain, or inform.

4 Who receives media messages and what sense is made of them?

Messages are filtered through the "interpretive screens" of our beliefs, values, attitudes, and behaviors. Identifying the target audience for a given message and knowing its "filters" and the way in which it interprets media messages help make you media sharp!

5 What are the intended or underlying purposes and whose point of view is behind the message?

Behind every message is a purpose and point of view. The advertiser's purpose is more direct than the program producer's, though both may seek to entertain us. Understanding their purposes and knowing WHOSE point of view is being expressed and WHY is crucial to being media sharp.

6 What is NOT being said and why?

Because messages are limited in both time and purpose, rarely are all the details provided. Identifying the issues, topics, and perspectives that are NOT included can often reveal a great deal about the purposes of media messages. In fact, this may be the most significant question that can uncover answers to the other questions.

7 Is there consistency both within and across media?

Do the political slant, tone, local/national/international perspective, and depth of coverage change across media or messages? Because media messages tell only part of the story and different media have unique production features, it helps to evaluate multiple messages on the same issue. This allows you to identify multiple points of view, some of which may be missing in any single message or medium. This is typically referred to as the **"multi-source rule."**

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It's All in the Mark

(Advertising, Promotions, Event Sponsorships)

It's All in the Marketing contains four activities designed to help young people understand how marketing strategies normalize and glamorize tobacco and alcohol use.

Media Mapping–Marketing introduces youth to the variety and amount of tobacco and alcohol marketing messages that exist in their community.

Media "Branding" explores how media influence our values, attitudes, beliefs, decisions, and behavior by creating attractive and compelling **brand images**.

Sports Track focuses on sports-related promotions, a popular and growing marketing strategy used to sell tobacco and alcohol products. Youth will focus on how sporting events and celebrities are used to associate tobacco and alcohol use with success and popularity.

"Branding" Health has youth develop their own marketing campaign to promote health and fitness as alternatives to tobacco and alcohol use. Specifically, they will be asked to develop and describe a "brand" which successfully promotes healthy lifestyle choices.

Objectives

Youth will:

- identify the marketing presence of tobacco and alcohol in their communities,
- define and identify examples of "product brands,"
- identify how marketing, advertising, promotion, and event sponsorship "normalize" and "glamorize" tobacco and alcohol use by building attractive "brand images," and
- understand the different and combined influences of advertising, promotions, and event sponsorships.

BACKGROUND INFORMATION

Tobacco and alcohol companies spend billions each year to promote their products. Much of this is used to send messages through media to which young people are regularly exposed. Key areas where this money is spent include:

Promotions (in-store, direct mail, giveaways, contests)

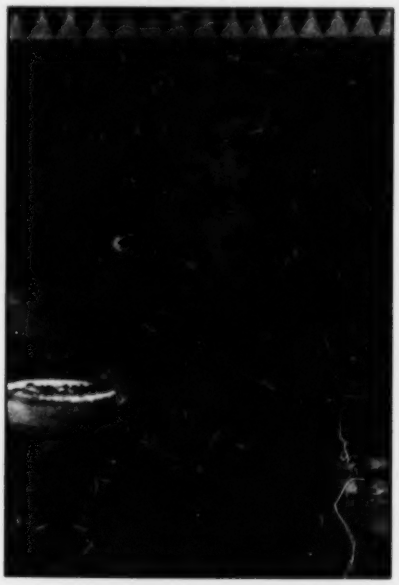
- Retail promotions and specialty items (such as buy-one-get-one-free specials, coupons, free key chains or lighters).
- Monetary incentives for store owners to promote tobacco and alcohol products in their stores.
- Point-of-sale advertising on racks and displays near cash registers.
- Giveaways (such as hats, T-shirts, bottle openers).

Advertising

- Print media (magazines, newspapers, billboards). See the ads on this and the next page.
- Electronic media (TV and radio, for alcohol only).

Sponsorship

- Sporting events, music concerts, arts festivals and exhibits, and other community events.



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KEY CONCEPTS

Advertising: Any paid presentation of information about a product, brand, company, or store.

Brand: The personality or identity of a product, range of products, or a company developed by consumer perceptions of the product and its lifestyle benefits.

Branding: The actions taken to develop a brand.

Brand Identification: The extent to which consumers feel a brand is part of whom they are (particularly common in more expensive or luxury items).

Brand Image: The image or values attributed to a particular brand.

Brand Loyalty: Insistence on always purchasing/using one brand rather than another.

Message Frequency: The number of times people are exposed to a given media message.

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Media Saturation: The constant presence of media in our lives.

Message Appeals: Desirable qualities in media messages that make products appear more attractive and appealing. Examples include success, happiness, humor, popularity, and romance. (The ad below depicts sexual appeal and the potential for romance.)

Message Reach: The number of people exposed to a given media message.

Message Saturation: The frequent presentation of a specific message across a wide variety of media so that we are repeatedly exposed to the message.

Promotions: Strategies used to increase consumer interest in and use of specific products. Important examples include coupons, sales, direct mail, "freebies," and contests.

Sponsorship: Sponsorship of community, cultural, educational, musical, and/or sporting events, a special and fast-growing form of marketing. The aim is to provide consumers with a pleasant experience that can be associated with a sponsor's name and product.

Storyboard: A series of rough sketches that show the plot, action, characters, and setting. Used in electronic media (television, films, animation) before actually filming the media message.

Target Audience: A specific, narrowly defined group of individuals a company targets for promoting and selling its product or service. For example, "urban teens" or "18- to 20-year-old males."

Media Mapping—Marketing

Talking Points

- No media are actually "free." Costs include commercials on television or radio, a monthly cable bill, or the price of a CD or movie ticket. Because advertising provides significant profits to media companies, the more advertising they can sell, the less they charge us. Network television costs us "nothing" because of advertising support. CDs and movies cost more because they contain little or no advertising.

- *Marketing* promotes products by presenting persuasive messages during times and in places where key consumer groups (the target audience) will see and hear them. The most important strategies we'll explore are advertising, promotions, and sponsorship of community events like music festivals and sports. Tobacco and alcohol ads and promotions are likely to be found wherever people gather to celebrate, entertain themselves, relax, and socialize. Makers of these products devote significant time and money to sponsoring popular community activities and events, such as art exhibits, concerts, festivals, sports competitions, and much more.

- *Promotional campaigns* that offer "free" products are a fast-growing form of tobacco and alcohol marketing. Consider the popularity of the Marlboro Miles and Camel Cash programs for tobacco and Budweiser promotions during the Super Bowl and the Olympics. Typically, it costs less to actually purchase the product than the expense of gathering the coupons needed to win it.

- *Event sponsorship* occurs when companies provide money that helps organizers pay the costs of the event. This support allows the sponsor to promote its brand name and/or logos in many different ways, such as on the posters, flyers, and newspaper ads promoting the event; banners or billboards in central locations at the event (near a main stage or by the scoreboard); and on hats, T-shirts, or other giveaway items. Sponsors may even set up booths where their products can be purchased or sampled.

- *Televised sporting events* provide sponsors with additional exposure. Sometimes the sponsor's name is attached to the event, such as Winston Cup Racing. Televised events also assure the sponsor of a much larger audience when messages are placed in locations (near the scoreboard or main stage) likely to be included in coverage of the event.

Action Steps

1 Review the following popular tobacco and alcohol marketing categories.

- *Advertising* (magazines, newspapers, billboards; TV/radio for alcohol only).

- *Retail promotions* and specialty items (two-for-one specials, coupons, giveaway items, contests).

- *Point-of-sale advertising* on racks and displays near cash registers.

- *Sponsorship* of sporting and community events.

Focus

1. Illustrate how *message saturation* normalizes tobacco and alcohol use.
2. Illustrate how *message appeals* glamorize tobacco and alcohol use.

Time

Variable

Materials

Handout 6: Media Mapping—Marketing

Handout 4: Glamorization Appeals

Video–Part II

2 Discuss the concepts of message saturation, message appeals, and target audience.

- Identify the connection between *normalization* and *frequency of exposure*—the more often you see a message for a specific product, the more normal and popular it seems.

- Identify the connection between *glamorization* and *message appeals*—associating products with positive attributes (such as being happy, attractive, successful) makes them appear glamorous and more desirable. Determine the underlying appeal of the Camel ad on this page.

3 If you have not already selected an area of your community to map, do so now. Follow the instructions in Step 3 for implementing *MediaSharp*, page 21.

- Distribute and discuss *Handout 6: Media Mapping—Marketing*. The purpose of this assignment is to identify the tobacco and marketing messages youth see both at home and around their community. Remind them to look for subtle messages (in television sports programs and through sponsors' ads at rock concerts) as well as more obvious messages (such as on billboards and window signs). Have youth identify the glamorization appeal(s) in each message they find by using *Handout 4: Glamorization Appeals*.

4 Launch the *Media Mapping* by giving students a timeframe to complete the assignment.

ACTIVITY 2-2: IT'S [illegible] IN THE MARKETING

Media "Branding"

Focus

Illustrate how "branding" strategies are used to make tobacco and alcohol use both normal and glamorous.

Time:

45 minutes

Materials:

Advertising examples from youth mapping activities, especially samples of promotional contests and event sponsorship

Assorted brand name and generic products such as snack foods

Handout 5: The Seven Critical Media Questions

Handout 7: Selling to Youth

Talking Points

- Developing popular, attractive product "brands" is the most common strategy used to market products. Today we are going to examine how tobacco and alcohol companies create unique brands for their products.

- Different brands are created to appeal to different people. For instance, many brands for women emphasize an ideal of "thinness," which is very common in cigarette advertising (for example, Virginia Slims). Brands are also created to appeal to different ethnic and racial groups.

Action Steps

1 Discuss youth's current progress on mapping the marketing messages in their selected neighborhoods. Have them present samples, particularly promotional contest materials (such as Marlboro Miles, Camel Cash, or Bud Bowl). Do a quick assessment of a selected promotional contest using *Handout 5: The Seven Critical Media Questions*.

2 Display the brand name and generic products on a table at the front of the room and invite youth to select from among the products. Continue until all products have been selected.

In general, the brand name items will be picked first, allowing a discussion of how product "branding" influences our perceptions of product attractiveness, value, and quality. This sets the stage for a more in-depth discussion of how marketing strategies for tobacco and alcohol brands create images that appeal to a certain target group.

For example, conduct a taste test with different brands of the same product, such as Coca-Cola, Pepsi, and RC Cola. Have youth discuss which product they like best and why. Then hide the brand names and have them choose their favorite based on taste alone.

Many will find it difficult to choose their favorite, providing the opportunity to examine the influence of "brand identity" on their preferences.

Lead youth in a discussion using the following questions:

- **Why did you choose the products you did? (packaging, type of product, etc.)**
- **How do you feel about the products you chose? (satisfied, happy, etc.) Why?**
- **How do you feel about so-called "generic" products? Why do you feel this way?**
- **Describe the brands of the items you chose? What messages do these send?**
- **What are your favorite brands? Why?**
- **How do different brands appeal to different ethnic groups? Genders? Ages?**

3 Define branding. Discuss what brands youth like best (such as sports shoes, clothing, music) and why. Follow this with a discussion of the brands of tobacco and alcohol products they have seen.

4 Distribute *Handout 7: Selling to Youth*. These tactics are derived from research with youth to help companies market their products more successfully to young people.

- Have students compare themselves with the findings listed on the handout. Update the list to reflect their personal likes and dislikes, removing and adding items as appropriate.
- Have youth analyze selected tobacco and alcohol messages using their revised list. Discuss whether these messages would appeal to youth.
- Discuss how these tactics might be used to "brand" a tobacco or alcohol product (e.g., how Camel used "humor" and "cool" to brand their product with Joe Camel).
- Discuss how the ads on this page sell to youth. How and what do they glamorize?

Talking Points

One growing area for tobacco and alcohol promotion involves athletes and sporting events. Today, we're going to discuss why companies focus on sports and how this approach is used to normalize and glamorize tobacco and alcohol.

Action Steps

1 Have students discuss the sports they enjoy most and why. Explore the health behaviors of players in these sports. What behaviors help them to be the best in their sports? What behaviors would hinder their performance?

Distribute *Handout 8: Sports and Performance Facts* and discuss how these facts contradict use of sports in promoting tobacco and alcohol use.

2 Divide youth into groups or pairs. Have each group/pair identify a television sports program (e.g., basketball, auto/motorcycle racing, soccer) they agree to watch at home.

Distribute *Handout 9: Sports Track* and instruct them to use it in monitoring the amount and nature of advertising tobacco and alcohol products during the event.

Try to include a variety of sports so you can compare them later. Baseball and NASCAR races may prove the most fruitful in terms of the number of instances in which tobacco and/or alcohol promotions appear.

ALTERNATIVE ACTIVITY: As a less time-intensive option, videotape a sporting event on television and watch it in class. However, it is important to choose a specific portion of the event which allows viewing and analysis during the available time.

3 Discuss the following issues:

? **Why do companies advertise during sports programming and at sports stadiums?**

? **Who watches these sports? To whom are tobacco and alcohol companies selling?**

? **What sports are most associated with tobacco or alcohol use? What sports are least associated with these products? Why do you think these differences exist?**

? **Are there similarities and differences in the types of tobacco and alcohol messages associated with different sports? Why do you think these exist?**

Focus

Explore how being associated with sports and sports figures normalizes and glamorizes tobacco and alcohol.

Time:

45 minutes

Materials:

Handout 8: Sports and Performance Facts

Handout 9: Sports Track

Focus

Apply branding techniques to normalize and glamorize a tobacco/alcohol-free lifestyle.

Time:

90 minutes. (This can be a two-period activity.)

Materials:

Poster paper, colored markers, other production materials

Handout 4: Glamorization Appeals

Handout 7: Selling to Youth

Handout 10: Creating a Brand Identity

Video–Part II

Talking Points

- In the last several meetings, we have explored how companies develop brands and how these help sell products. We have seen how brands can successfully influence our beliefs about and feelings for products.
- Some of the most recognized and successful brands are those for tobacco and alcohol products. Today we're going to apply our knowledge of branding strategies to develop messages that promote healthy rather than unhealthy behaviors.

Action Steps

1 If you have not already done so, show *Video–Part II*. This can provide youth with creative approaches and ideas for application in this activity. If you have already shown the video segment, conduct a brief discussion for purposes of review.

2 Have youth develop an ad (30 or 60 seconds) that promotes a tobacco- or alcohol-free lifestyle. They should select a target audience and apply the marketing techniques presented in previous activities, particularly *Handout 4: Glamorization Appeals* and *Handout 7: Selling to Youth*. They can choose to develop a print ad (see examples below and on the next page), radio ad, or storyboard for a TV ad, a promotional campaign, or an event to sponsor— whichever they think will help them reach their audience most effectively.

Youth can choose to emphasize techniques for normalizing and glamorizing behaviors that are inconsistent with tobacco and alcohol use (e.g., athletic ability such as speed, endurance, and strength; attractiveness; smelling good; being in control). Alternatively, youth may choose to **"spoof"** existing marketing messages for tobacco and alcohol. (See examples in *Video–Part II*.)

© *Running Man*, Moua Vang, 12th grade, Seattle, WA

3 Have youth present their messages to the class using the following questions:

? **Who are you trying to reach?**

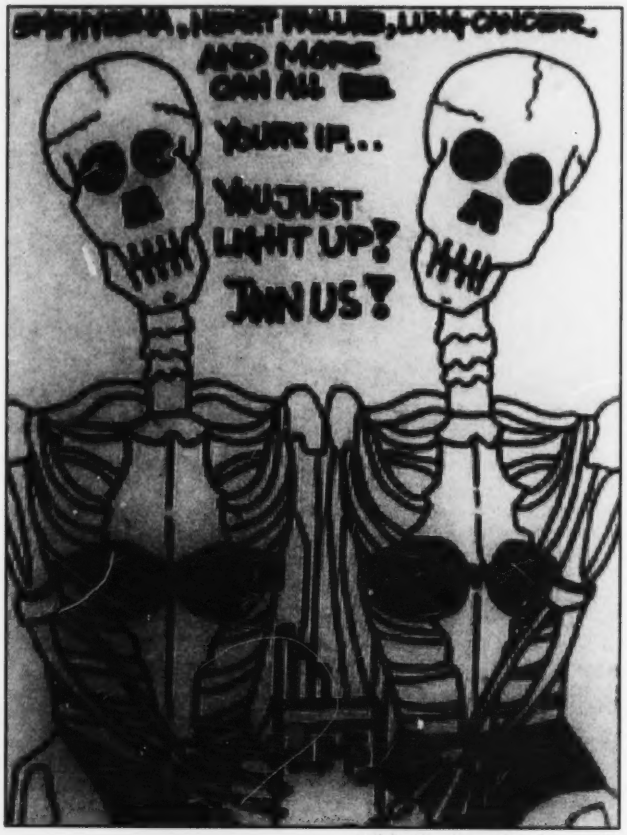
? **What message are you attempting to send? What do you want people to believe and do as a result of your message?**

? **How will you appeal to the target audience? (Use the information in *Handout 4* and *Handout 7.*)**

? **What media will you use to deliver your message? Why?**

Have youth give one another feedback on how believable and effective these messages are and possible suggestions for improving them. Since you may not have time for full presentations from each group, you may wish to have each group provide a brief presentation that "pitches" the message to the rest of the class as a potential target audience. A message should always be tested with people from the target audience to ensure it is relevant and believable. The most promising concept can then be developed by the class or group as a whole and presented to peers or younger children in your community.

Following the activity, summarize the results of the youth's *Media Mapping* activities.



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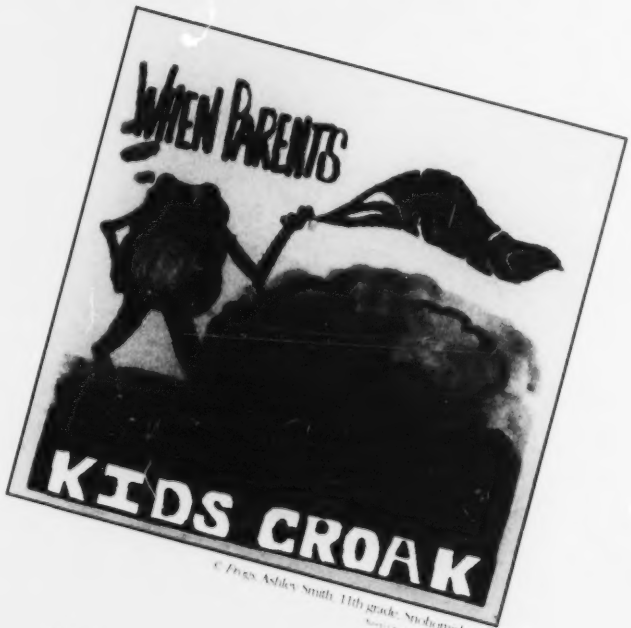

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Notes

Handout 6

NAME _____

Media Mapping—Marketing

1. Circle the product you are mapping: **ALCOHOL** **TOBACCO**
2. Fill in the table below. (Use the back if necessary.) COLLECT EXAMPLES OF MESSAGES.
3. Use the Glamorization Appeals handout to assess the appeals used in each message.

MESSAGE MEDIUM	LOCATION	MESSAGE	GLAM CODES
Billboard	Corner of 5th & Elm	Group of attractive men and women smoking at a dance club	SUC, POP, ROM, HAP

GLAM CODES

Successful=	**SUC**	Independent=	**IND**
Happy=	**HAP**	Healthy=	**HLTH**
Romantic=	**ROM**	Funny=	**FUN**
Popular=	**POP**		

MESSAGE FORMATS

Magazine Ads	Coupons/Direct Mail	Flyers
TV/Radio Ads	Contests	Posters
Sports Event	Billboards	Banners
In-Store Displays	Bus Stop Ads	Community Events

Handout 7

NAME _____

Selling to Youth

The following are what teenagers have told marketers are the best ways to reach them.[37]

How does your thinking compare with these teenagers?
Do you agree or disagree? What would you replace or add to the list?

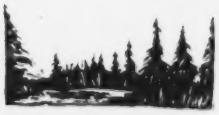
How to Market to Youth

Use humor/be funny
Be honest
Be clear with message
Be original
Don't try too hard to be "cool"
Don't use sex to sell
Use great music that fits
Grab attention right away
Show/demonstrate product
Don't preach
Don't talk down to teens

Popular Trends to Use in Marketing to Youth

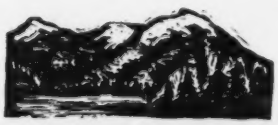
Alternative music
Rap
Dance music
Baggy clothes
Baseball caps
Flannel shirts
College clothing/sports
Dating
Caring about the environment
Going to the beach
Going to the movies
Hiking/camping
Homecomings
In-line skating
Fast cars

Eating healthy
MTV sports
Professional sports
College sports
Music videos
Partying
Renting videos
Shopping
Straight hair
Short hair on girls
Short hair on guys
Taking photos
Volunteering
Proms
Studying



Settings Preferred by Youth

Beaches
American cities
Forests
Rugged mountains



Handout 8

NAME _____

Sports and Performance Facts

Tobacco

Smoking increases airway resistance. For oxygen to reach the working skeletal muscles, the respiratory muscles have to work harder and thus consume more oxygen. The amount of oxygen available to the skeletal muscles is reduced—and so is athletic performance.

Smoking depletes the amount of oxygen carried by the blood. In addition, the increased presence of carbon monoxide makes it more difficult for the blood to release the oxygen it is carrying.

Smoking causes the heart to beat faster and pump less blood with every beat, thereby decreasing the efficiency of the cardiovascular system—and hampering performance.

Studies show that nonsmokers perform significantly better than smokers in the one-mile run and dodge-and-jump tests.

Alcohol

Alcohol is a concentrated source of calories, yet it provides very little energy. Because the liver must first metabolize it, alcohol cannot be used directly by the muscles. This extra step makes alcohol an inefficient source of fuel. Athletes, especially, should avoid it.

Even at low or moderate doses, alcohol causes blood vessels within muscles to constrict and those at the surface of the skin to dilate. If blood cannot reach the muscles where it is needed, performance diminishes.

In the presence of alcohol, the pancreas secretes excess doses of insulin. This can result in temporary hypoglycemia (low blood sugar) and general fatigue. Alcohol inhibits the release of ADH from the pituitary gland. ADH is a hormone that regulates the amount of water retained by the kidneys. Hindering it can cause dehydration, which is marked by extreme thirst and physical weakness.

Even a small amount of alcohol can impair reaction time, hand-eye coordination, accuracy, balance, and gross motor skills. At higher levels of alcohol intake, voluntary motor actions become perceptibly clumsy.

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Handout 9

NAME _____

Sports Track

1. List the types of sports events you are tracking.

_____

_____

_____

2. Who are the sponsors of the event?

_____

_____

_____

3. Who are the major advertisers?

_____

_____

_____

4. How many times did alcohol and/or tobacco use messages appear during the broadcast?

a. Commercials _____
b. Stadium billboards/signs _____
c. Decals/logos on uniforms or equipment _____
d. TV or radio announcer mention _____
e. Most Valued Player (MVP) awards sponsors _____
f. People smoking/drinking while attending the event _____
g. T-shirts, hats, giveaway items _____
h. Other tobacco and alcohol messages _____

Describe these below.

_____

_____

_____

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Handout 10

NAME _____

Creating a Brand Identity

First you have to choose the **type of ad and medium.**

_____ Print (newspaper, magazine)
_____ Radio
_____ TV
_____ Billboard

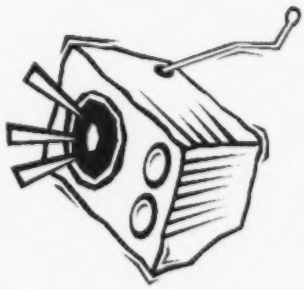
Then you have to know what you want the ad to be about. This is called the **message.**

An example would be "Teens Who Smoke Look Like Geeks."

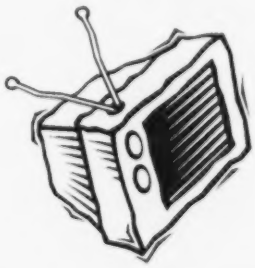
Finally, you must create the **advertisement.**

For Print, you must have words and pictures.

For Radio, you need to write a script.



For TV, you will need to create a storyboard (pictures with words that match each picture).



That's Entertainment!

That's Entertainment! contains three activities that teach youth about how tobacco and alcohol use are promoted in entertainment programming.

Media Mapping—Entertainment builds upon the previous media mapping activity, turning attention to entertainment media messages.

Character Assessment explores the use of tobacco and alcohol products as props in entertainment media to portray stereotypical characteristics such as rebelliousness, sophistication, and independence. The role of celebrities **(character identification)** promoting these products is also examined.

Entertaining Health integrates the first two activities by having youth create their own entertainment program that effectively either (1) "deglamorizes" tobacco and alcohol use or (2) "spoofs" the portrayals of these products in entertainment programs.

Objectives

Youth will:

- identify their exposure to tobacco and alcohol messages in entertainment media,
- identify the positive and negative role models for tobacco and alcohol use which occur in entertainment media, and
- identify how entertainment media "normalize" and "glamorize" tobacco and alcohol use.

BACKGROUND INFORMATION

High Media Use by Youth. Television viewing is one of the most common leisure time activities of teens, who average roughly 21 hours per week. Listening to the radio, CDs, and cassette tapes accounts for another 20 hours per week. Watching rented videos and reading newspapers, magazines, and books for pleasure may add as much as 14 more hours to youth's weekly media use.

Media Influence. Though much of our media use focuses on being "entertained" rather than "informed," entertainment programming still sends powerful messages about what society values—what it sees as normal and glamorous. The values, beliefs, and behaviors of popular actors and actresses and the fictional characters they portray contribute to social norms of acceptable behavior. The media may not fully define standards of behavior, but they certainly do influence them.

Entertainment programming that portrays tobacco and alcohol use as having positive benefits—or which fails to illustrate negative consequences of such use—clearly contributes to the normalization and glamorization of these products.

Character Identification. We are most influenced by celebrities with whom we "identify" and/or those we want to be like because they possess traits and attitudes we value. If celebrities or the characters they play smoke, chew tobacco, or drink alcohol, our attitudes toward tobacco and alcohol likely will become more accepting, or at least softened.

Tobacco in Entertainment Media. Tobacco use is actually shown infrequently in television programs. When it is shown, the characters are more likely to be men than women and appear in serious dramas, crime, and action-adventure programs.

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While it is rarely shown in situation comedies, smoking is very prevalent in films. One study in 1990 reported that 87% of PG-rated films, 100% of PG-13 films, and 89% of R-rated films showed characters smoking cigarettes. Negative consequences are rarely shown in any entertainment media. Rather, smoking generally is associated with success, sexuality, vigorous physical activity, independence, and toughness.[9]

Alcohol in Entertainment Media. Alcohol use is extremely common in the entertainment media. Since 1969, the number of references to alcohol (talking about it, showing characters drinking it) has increased steadily. There are more instances of drinking in dramas than in situation comedies. Drinking is also commonly shown in daytime soap operas and in prime-time programming. Though young people are rarely shown drinking on prime time, drinkers tend to have important roles such as being the leading male characters with desirable attributes.[10]

KEY CONCEPTS

Background: Peripheral action that occurs in the background to provide a realistic context for the foreground action (e.g., people drinking at the bar of a restaurant).

Character Development: Use of tobacco and alcohol as props to convey specific character attributes such as being attractive, aggressive, hip, cool, savvy, independent, etc. These often rely on stereotypes such as the Socialite, the Partyer, the Rebel, the Depressed, the Alcoholic.

Character Identification: The extent to which one feels a strong similarity with or attachment to a character, often leading to a desire to be and act like that character.

Characters—Main: The central characters who are the primary focus of an entertainment program. Usually have key roles in the story and provide most of the dialogue.

Characters—Supporting: Characters who are not the focus of an entertainment program, but who are used to provide additional interest, action, and excitement through interaction with main characters.

Characters—Background: Characters who typically have no speaking roles, serving only to provide a realistic setting. For example, people sitting at the back of a restaurant who are never identified, have few or no lines, and are never seen again.

Foreground: Focal point which centers viewers' attention on the central action and primary characters in scenes.

Product Depictions: Showing tobacco and alcohol products as background props or being used by characters.

Product Placement: Visible use of a brand name product in an entertainment program (essentially a built-in ad).

Role Model: A person who is looked up to by youth and therefore influences their attitudes and behaviors.

Script: The text of a TV show, film, or commercial or public service message, including the lines to be spoken by actors and a description of the action and setting.

Spoof/Parody: To reverse the original meaning of a message through sarcasm and exaggeration.

Stereotype: An oversimplified portrayal of how a person or group of people look, act, and think.

Storyboard: A series of rough sketches that show the plot, action, characters, and setting. Used in electronic media (television, films, animation) before actually producing the media message.

Storyline/Feature: Focus of a program (e.g., teen alcoholism, drunk driving, nicotine addiction).

Character Assessment

Talking Points

- Define foreground and background; main, supporting, and background characters; and character identification.
- Discuss how these are used in media programs to create normalizing and glamorizing images of tobacco and alcohol use.
- Tobacco and alcohol are commonly used props to portray specific character traits or qualities (e.g., tough, rugged, sexy, successful, and independent).
- Character identification increases the influence celebrities and the characters they play have on us.
- In this activity, we will look at the tobacco and alcohol messages we get through the entertainment media.

Action Steps

1 Have students name celebrities, musicians, and fictional characters they like. Discuss why they like these characters and celebrities.

? What are their appealing traits and characteristics? What influence does the actor or actress who plays the character have on how youth feel about the characters?

2 Explore the health behaviors (e.g., exercise, nutrition) of these characters.

? Do any of them smoke, chew tobacco, or drink alcohol? If so, does this influence how youth feel about the character?

? How do the characters feel about tobacco and alcohol products?

? Is use of tobacco and alcohol consistent with the character's image? Is it critical or necessary? Does it make the character more or less attractive?

? Do the celebrities who portray these characters use tobacco or alcohol themselves?

3 Distribute and review *Handout 12: Character Assessment*. Play a selected video segment from a popular program or movie that shows tobacco and/or alcohol use. Try to use a program that youth watch regularly and enjoy. Instruct youth to pay particular attention to how tobacco and alcohol products are shown (such as in the background or foreground by main or secondary characters).

4 Use *Handout 5: The Seven Critical Media Questions* to analyze the product portrayals contained in the video clip.

Focus

1. Explore how frequency of tobacco and alcohol use in entertainment media normalizes these products.
2. Explore how positive portrayals of tobacco and alcohol use glamorize these products.

Time:

45 minutes

Handout 11: Media Mapping—Entertainment

Handout 4: Glamorization Appeals

Media Mapping—Entertainment

Talking Points

- Review the five ways in which tobacco and alcohol messages appear in entertainment media *(character development, product depictions, storyline, product placement, and advertising)*.
- Entertainment media *normalize* tobacco and alcohol use when they repeatedly present images of these products. This includes the number of times tobacco and alcohol are shown in a given program *and* the total number of programs overall that include portrayals of these products.
- Entertainment media *glamorize* tobacco and alcohol when these products are used by characters and celebrities who are popular and successful, or are shown as "necessary" elements of any social activity (e.g., parties, dancing, having fun, enjoying music).
- An analysis of a program's advertisers tells you what **target audiences** they are trying to attract. Advertising provides additional normalization and glamorization messages.

Action Steps

1 Have youth discuss their favorite *entertainment* media (e.g., movies, television, magazines, music).

? **What do they most enjoy about these media? What do they look for in deciding which to watch, read, or listen to?**

2 Have them discuss the lifestyles and values emphasized in these media.

? **What behaviors are normal/ abnormal? Glamorous/ unglamorous? Which behaviors and characters are most valued?**

Explore the health implications of the norms and values exhibited in these media.

3 Explore the extent and nature of tobacco and alcohol messages they have seen in their favorite media. Discuss the occurrence of product depictions, product placement, character development, and storyline.

4 Distribute *Handout 11: Media Mapping—Entertainment*. Have youth track the entertainment media they use for two days, identifying those with tobacco and alcohol messages. Use *Handout 4: Glamorization Appeals* to identify the appeals that are emphasized in the entertainment messages they find.

Focus

Examine how depictions of tobacco and alcohol use by characters in the entertainment media contribute to the normalization and glamorization of these products.

Time:

45 minutes

Materials:

Handout 12: Character Assessment

Handout 5: The Seven Critical Media Questions

Video segment of a popular TV program which shows tobacco and or alcohol use.

Entertaining Health

Talking Points

- In the last activity, we saw how entertainment media can contain both subtle and not-so-subtle messages about tobacco and alcohol use. Today, we will focus on using entertainment programming to send messages that promote "healthy" behaviors.

Action Steps

1 Divide youth into "Production Teams." Have them develop a storyboard, script, or story outline for an episode of their favorite television program (such as a talk show, a comedy, a drama). The program should send one or more messages that discourage tobacco and/or alcohol use (see *"Branding" Health*, page 46, for more information on designing health messages). They can choose a number of options, including:

- "spoofing" or "deglamorizing" tobacco and alcohol products.
- "normalizing" and/or "glamorizing" healthy lifestyles or behaviors that are inconsistent with tobacco and alcohol use.
- portraying how important characters respond to offers or pressure to use tobacco or alcohol.
- rewriting the script for the video clip used in the previous activity.

Distribute *Handout 13: Entertaining Health* to help them develop their storyline and approach.

OPTIONAL: Show Video–Part II and closing segment as examples of what other young people have done to discourage tobacco and alcohol use.

2 Spend one 45-minute session having youth develop their scripts and storyboards. Spend a second 45-minute session having them present their scripts to the group. These can either be described, acted out, and/or taped depending on the time available.

Each presentation should include a discussion of how their scripts either (1) deglamorize tobacco and alcohol use or (2) glamorize lifestyles and behaviors that are inconsistent with tobacco and alcohol use. Be sure to have youth provide one another with feedback on their scripts and storyboards.

ACTIVITY EXTENSION: Have a local theater group act out the scripts or have the students perform a selected script. Have a local radio or television station record and air the performance.

3 Be sure to analyze the results of the *Media Mapping*.

Focus

Apply entertainment techniques to normalize and glamorize health and fitness, or alternatively, to deglamorize tobacco and alcohol use.

Time:

90 minutes. (This could be a two-period activity.)

Materials:

Handout 13: Entertaining Health

Video–Part II

Activity 2-4: "Branding" Health

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Notes

Handout 11

NAME _____

Media Mapping—Entertainment

1. Circle the product you're mapping: **ALCOHOL** **TOBACCO**

2. Fill in the table below. (Use the back if necessary.) COLLECT EXAMPLES OF MESSAGES.

MESSAGE MEDIUM	MESSAGE	GLAM CODES
TV sitcom (The Simpsons)	Drunk neighbor drives his car into the Simpson's house, drinking jokes	FUN, HAP, POP

GLAM CODES

Successful=	**SUC**	Independent=	**IND**
Happy=	**HAP**	Healthy=	**HLTH**
Romantic=	**ROM**	Funny=	**FUN**
Popular=	**POP**		

MESSAGE MEDIUM

TV	Videos	Music
Radio	Magazines	Concerts
Movies	Computers	Community Events
Sporting Events	Books	

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Handout 12

NAME _____

Character Assessment

Title of Program _____

NUMBER OF TIMES	
ALCOHOL	**TOBACCO**

1. Product Depictions

a. Drinking/Smoking/Using Spit Tobacco
b. Preparation to Drink/Smoke/Use Spit Tobacco
c. Alcohol/Tobacco Products or Signs in Background (bottles, wine glass, ash trays, cigarette packs, spit tobacco tin or pack)

2. Placement

a. Foreground
b. Background

3. Characters

a. Main character
b. Supporting character
c. Background character

4. Message

a. Describe the characters who smoked, dipped tobacco, or drank alcohol. Would this character be the same if he or she didn't use tobacco or drink alcohol? Why? Why not?

b. What was the response of other characters to tobacco or alcohol use?

c. How were these responses shown? Were they simply implied (a character turning and walking away when offered a beer, laughing and accepting a cigarette)? Or were there explicit comments about the tobacco or alcohol use?

d. What was the overall message about tobacco or alcohol use as portrayed in the program? Did either appear to be the normal, expected thing to do? Did it appear glamorous? Why or why not?

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NAME _____

Entertaining Health

Production Team _____

Names

TV Program: _____

Program Theme: _____

Characters:

a. Number _____
b. Age _____
c. Gender _____
d. Race/Ethnicity _____
e. Appearance _____
f. Stereotype _____

Tobacco/Alcohol Portrayal

a. How will the product be shown?

1) Used by characters
2) Present but not used

b. What action will take place?

1) Foreground _____
2) Background _____

c. What are the characters doing to encourage healthy lifestyles and/or to discourage tobacco or alcohol use?

1) Main character _____
2) Supporting characters _____
3) Background characters _____

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What's News?

What's News? consists of three activities designed to help youth understand how the news and news-oriented media influence our perceptions about tobacco and alcohol.

Media Mapping—News continues the mapping activities of previous modules with a focus on news content.

Analyzing News Coverage explores how news content is determined, defined, and developed. Particular attention is devoted to how decisions are made about what does and doesn't get covered.

Operation Deadline lets youth experience the challenges and difficulties of news production by developing their own news broadcast.

Objectives

Youth will:

- understand how "news" is defined,
- identify different perspectives presented in news stories about tobacco and alcohol in each major medium—television, radio, newspapers, magazines—and
- identify direct and indirect tobacco and alcohol promotions in news media.

BACKGROUND INFORMATION

Deciding what's news. It is impossible to present everything that happens in life so news media focus only on the "most important" events and stories. This raises the question of who decides what is and isn't important. Generally, this is the work of producers and editors, guided by general standards of what counts as "news" (see page 77). The basic criteria include **proximity, relevance, immediacy, timeliness, interest, drama, entertainment,** and those things that are novel, rare, or new. The more a story meets these criteria, the more likely it is to be covered.

Media differences. Selection of news stories is also influenced by technical capabilities of the medium used. Print media such as newspapers and magazines must rely on the use of text, photographs, and artwork to convey their messages, while electronic media such as radio and television depend on sound and "live" images, respectively.

Stories in electronic media are typically shorter and emphasize the visual. Print media can devote more space and time to providing in-depth coverage and context for the story as well as providing background information. Electronic media can deliver news stories more quickly than print media, often broadcasting "live" as a story unfolds.

Cigarette ban pann

CIGARETTE FROM 1A

fiscate alcohol from minors police to con

"The Medway approach makes a lot of sense," Barry said. "I have always wondered why that void was there in the tobacco law."

Despite good intentions, the town of Medway may be overstepping its bounds, argues John Reinstein, a lawyer for the American Civil Liberties Union of Massachusetts. Reinstein said a town may not have the authority to seize cigarettes from teens.

"They probably shouldn't have the cigarettes, but that doesn't mean we permit the state to take things from minors, unless it's illegal for teens to possess cigarettes, not just buy them," Reinstein said.

Barry said seizing alcohol from minors has helped crack down on underage drinking, and that treating cigarettes like contraband may reduce teen-age smoking. He also said he would like to see Medway's bylaw become part of the sta

School nurse Cathe who is also a Board of ber, said the bylaw back to protect the health children.

"I'm tired of witnessing expose themselves and ot smoking. It's just terrib Chenard. "The surgeon gen ports have had an impact o in general, but now the c companies are targeting in youth."

Board of Health agents and p will begin enforcing the bylaw i state approves it. The bylaw ne General Attorney Harshbarger's approval before it comes town law. Chenard said could take 60 to 90 days fo Harshbarger's office to act.

In the meantime, students will keep on smoking.

"They ain't taking my cigarettes," said 16-year-old Scott Robie.

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Commercial Concerns. News coverage is not simply a public-interest activity. Like entertainment media, news providers earn profits through advertising. Thus, news media need to deliver stories that will attract viewers, and, therefore, viewer preferences significantly influence the types of stories presented in the news.

In addition, alcohol and tobacco companies are important advertisers in various news media, although only alcohol companies spend a lot of money on advertising in print news outlets, particularly magazines. Though it rarely happens, negative news stories about specific companies or products may lead to retaliation in the form of canceling advertising contracts or initiating or threatening a costly lawsuit.

Subtle Messages. Because depiction of tobacco and alcohol in the news is more subtle and less frequently reaches young people than marketing or entertainment programming, you may need to scan news sources (such as television, newspapers, news magazines, nonfiction, articles in glamour and fitness magazines, **editorial cartoons**, and Internet sites) to secure appropriate materials for evaluation and discussion. The important issues to examine are:

- the different perspectives presented in stories about tobacco and alcohol,
- incidental presentation of individuals smoking, chewing tobacco, or drinking in news footage photographs, and
- tobacco and alcohol promotions (e.g., sign exposures in game footage photographs that appear in news coverage).

KEY TERMS AND CONCEPTS

Agenda Setting: Establishing the importance and priority of issues, based on the amount and placement of news stories. Issues that receive the most coverage and are given primary placement in news broadcasts, newspapers, and magazines are more likely to be seen as important by the general public.

Bias: Personal opinions or beliefs of reporters, which may be expressed and influence how a news story is presented.

Editorial Cartoons: Cartoons that make fun of people and events in the news.

Editorials: Opinions written by news staff which take a positive or negative stance on news events.

Features: A longer format story or article, which often provides more in-depth coverage of a particular issue, often human interest.

Footage: Film that has been shot to illustrate a news story. Typically, there is much more footage available than can be used; so news teams must select only those images that best illustrate the story they want to tell.

Immediacy: How recent or current a news story is. The more quickly the news media can relate a story to the public—ideally as it is unfolding—the more interesting it is for viewers or readers.

Multi-Source Rule: Comparing how the same story is presented in several different media (such as television, radio, newspapers, and magazines).

Proximity: How close a news event is to people. Local events are closer to home than national and international events and are often of more interest because they may directly affect the lives of viewers and readers.

Relevance: How important a story is to people's lives and its impact on their lives. The more impact a news event is likely to have on the lives of viewers and readers, the more likely it is to be presented.

Media Mapping—News

Talking Points

- The primary issues that affect how news media portray tobacco and alcohol.
- Why tobacco and alcohol use are often not seen as "newsworthy."
- Information about tobacco and alcohol use that is often not presented.
- Effects of advertising and threats of lawsuits on news media coverage.
- Incidental portrayals of tobacco and alcohol use within news stories.

Action Steps

1 Discuss youth's attitudes toward news using the following questions:

? What news media, if any, do you read, watch, or listen to most often? Why? Where do you get information on health and fitness?

? Are there particular types of news media you don't like? Why? Why not?

? What do you like and dislike most about news? Why do you feel this way?

? Do you trust the news? Why or why not? What strategies do you use to decide whether or not a news story is true?

? Can you think of any particular news stories you thought were deceptive or false? Describe these. How did they make you feel?

2 Distribute *Handout 14: What's News*. Discuss the criteria used to define what is "news" and how these may influence the amount and nature of tobacco and alcohol coverage. Explore what aspects of tobacco and alcohol use are most likely to be covered as a result of applying these criteria. Brainstorm a tobacco- or alcohol-related story for each criterion of "newsworthiness."

3 Distribute *Handout 15: Media Mapping—News*. Discuss the ways in which news media directly and indirectly influence public opinion about tobacco and alcohol. If time allows, have youth map news coverage of tobacco and alcohol media for two days, focusing on just one or two media, such as television and newspapers. For a shorter exercise, have them analyze tobacco or alcohol coverage in two or three magazines of their choice (such as *Rolling Stone, SPIN, Seventeen, People*). This is necessary for the next activity.

Focus

1. Assess how "news" criteria influence coverage of tobacco and alcohol.
2. Identify the extent to which news coverage of tobacco and alcohol contributes to the normalization and glamorization of these products.

Time:

45 minutes

Materials:

Handout 14: What's News

Handout 15: Media Mapping—News

Handout 5: The Seven Critical Media Questions

Teens call tobacco ad ban useless

Matt Crow, 19, who has been smoking since he was 15, said the new restrictions will not be effective because, "No one cards you if you look old enough, and you can always have friends buy them for you."

■ **Friends who** smoke have more influence than advertisements, area teenagers say

By LYNDA GLEDHILL
Missourian staff writer

New restrictions on teen smoking will have an effect on those who have already started, according to Columbia area teens.

Despite President Bill Clinton's planned announcement outlining new restrictions on tobacco designed to curb teen smoking, most teenagers choose to smoke not because of advertising but because they see others doing it.

"Kids are going to do what they want to," said Brendon Woodard, 16, who does not smoke because he plays basketball. "No one does anything to stop the kids who are smoking now, and they are the ones who other kids see smoking. They don't pay attention to advertising."

Had the restrictions been in effect a few years ago, Jonathan Palmer, 15 of Columbia, said he might not have started smoking.

"I wouldn't have thought about it as much," Palmer said. "I think if we'd keep stop the

> "Kids are going to do what they want to. No one does anything to stop the kids who are smoking now, and they are the ones who other kids see smoking. They don't pay attention to advertising."
>
> — Brendon Woodard, 16

younger generation from starting to smoke."

Last year, Clinton approved a Food and Drug Administration recommendation that classifies nicotine as a drug, thereby allowing the FDA to regulate the use of the product in cigarettes and smokeless tobacco.

Proposed regulations, which are currently under review by the U.S. Office of Management and Budget, include restricting tobacco advertising campaigns that appeal to teenagers and banning tobacco vending machines.

However, teens say cigarettes can be acquired otherwise.

"Vending machines are too expensive," said Matt Crow, 19, who has been smoking since he was 15. "No one cards you if you look old enough, and you can always have friends buy them for you."

Palmer said he gets his cigarettes from friends, or he steals them from them.

The news didn't need to be there," he said. "One of my friends always seems to have some."

Michael Sanford, director of Columbia Boone County Board of Health, said he is unsure whether restricting advertising will have any real effect.

According to 1994 enrollment figures compiled by the Department of Education, 21 percent of Missouri high school seniors smoke. In addition, approximately 16 percent of Missouri high school students use smokeless tobacco.

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Analyzing News Coverage

Focus

Assess how news media shape opinion through decisions about the priority of news stories and the specific points of view used to present the story.

Time:

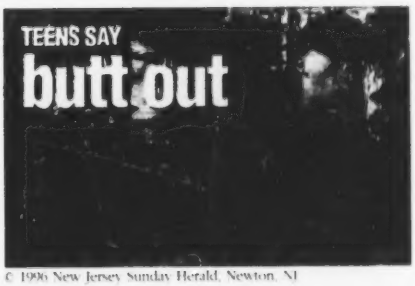
45 minutes

Materials:

Handout 16: What's the Angle?

Handout 5: The Seven Critical Media Questions

Examples of news stories on tobacco or alcohol; other nonfiction feature stories youth wish to contribute



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Talking Points

- News media attempt to present multiple points of view in stories to ensure a complete and objective account. However, it is not uncommon for reporters to give stories a particular "slant" by selecting and ordering quotes and facts that promote one interpretation over others. Understanding how this "bias" can creep into news stories is important if we are to truly make up our own minds about issues and events.
- News media differ in how they tell a news story. To get a complete and accurate understanding of a news event, it is often necessary to compare different news sources, such as television and newspapers. This is referred to as the "multi-source" rule.

Action Steps

1 Have youth bring examples of tobacco- and/or alcohol-related news stories from their media mapping activity. You may need to have some samples available just in case they have difficulty finding a timely article or program. Video recordings of television newscasts are particularly useful for group discussion and analysis.

In addition to newspaper clippings or magazine articles, youth should also look for editorials, editorial cartoons, photographs, and even comics. Have students discuss the extent to which they feel the news stories are truthful and accurate and why.

Have them analyze a specific news story. Engage in a more in-depth analysis by using the criteria provided in *Handout 16: What's the Angle* and *Handout 5: The Seven Critical Media Questions*.

2 Assign students to watch both the local and national television news for one evening. Purchase one or more local and national newspapers for the day of and the day following this viewing assignment. Explore the following questions:

? How are the same stories covered by these different news media? Are the facts and perspectives similar or different? In what way? How does this influence your view of the story? Which version did you prefer? Why?

? Were stories covered on television different from those in the newspaper? Which ones? Why?

? What were the most important stories on the local television news broadcast? What was most important in the local newspaper(s)? How do story priorities compare with one another? With national coverage?

Operation Deadline

Focus

Understand the difficult choices which characterize television news and how these affect the way tobacco and alcohol stories are presented.

Time:

45 minutes

Materials:

Handout 17: Operation Deadline

Handout 14: What's News?

Tobacco & Alcohol Fact sheets (pp.18-19)

Talking Points

- As we saw earlier, choosing news stories is not easy. There are a lot of differences in what is covered and how. These differences occur not only between different mediums, such as television and newspapers, but also between competing newspapers or television stations. Today you're going to decide what counts as "news worth covering."

Action Steps

1 Divide youth into teams and distribute *Handout 17: Operation Deadline*, which asks them to choose the line-up for a 30-minute evening newscast. This requires them to pick which stories will be covered and which won't, in what order the stories will be presented, and how much time will be devoted to each. Have them use the criteria provided in *Handout 14: What's News* to help them make these decisions.

2 When teams have completed the exercise, discuss how and why they made their decisions. Explore the values that are represented in their ordering of news items, the amount of time devoted to each, and the particular story angles presented.

What interpretations would viewers be likely to make about the relevance and importance of tobacco and alcohol as a result of the teams' decisions?

3 If time allows, have youth actually script out one of the tobacco or alcohol stories. What information would they use to begin the story? What film footage would they provide? How would they "localize" the story for their community?

4 Be sure to analyze the results of the Activity 4-1: *Media Mapping—News*.

ACTIVITY EXTENSION: Invite representatives from your local news media to speak to youth. Have them discuss how they identify, select, and develop news stories. Have them discuss tobacco- and alcohol-related stories they typically cover. Leave time for youth to ask questions.

NAME _____

What's News?

The following criteria and descriptive quotes" help news producers, editors, and writers decide what is and isn't "newsworthy." How do these fit with the news in your community? How do they shape what you do and don't find in the news?

Proximity
Small local problems often have more meaning to a community than large distant problems.

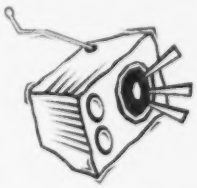
Relevance
The story impacts people's lives.

Immediacy
News is what's happening now. "News is only news while it is new."

Interest
"News should make you suck in your breath and exclaim, sit up, take notice, and listen."

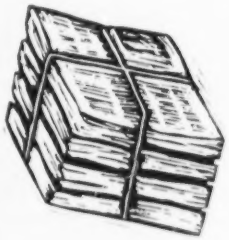
Drama
Excitement, danger, adventure, and conflict have the most appeal.

Entertainment
"The surest way to boost audience ratings is to increase the amount of entertaining coverage in a newscast."



Editor's "Newsworthy" Checklist

- ☐ LOCAL VS. NATIONAL VS. INTERNATIONAL
- ☐ RELEVANT
- ☐ IMPORTANT
- ☐ TRAGIC
- ☐ UNUSUAL
- ☐ IMMEDIATE OR IMMINENT
- ☐ INTERESTING
- ☐ CONTROVERSIAL
- ☐ FUNNY OR IRONIC
- ☐ THE FIRST
- ☐ THE LAST
- ☐ THE BIGGEST
- ☐ THE MOST EXPENSIVE



Handout 15

NAME _____

Media Mapping—News

1. Circle the product you're mapping: **ALCOHOL** **TOBACCO**

2. Fill in the table below.
(Use the back if necessary.) COLLECT EXAMPLES OF MESSAGES

MESSAGE MEDIUM	MESSAGE	GLAM CODES
Local TV news	Coverage of New Year's Eve celebration from a bar	FUN, HAP, POP

GLAM CODES

Successful=	**SUC**	Independent=	**IND**
Happy=	**HAP**	Healthy=	**HLTH**
Romantic=	**ROM**	Funny=	**FUN**
Popular=	**POP**		

MESSAGE MEDIA

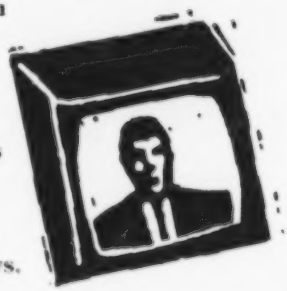
TV
Radio
Newspapers
Magazines
Computers

Handout 16

NAME _____

What's the Angle?

News is supposed to be an objective telling of current events. However, what you read, what you see, and what you hear are always told from a certain point of view. While the job of a news editor is to make sure that stories are truthful, there is no replacing your own analysis. The following questions provide a framework for analyzing the news.



1. Point of View

Are multiple points of view presented in the story? Are all relevant points of view included? Which, if any, are missing?

2. Ordering of Information

What is the first information provided? How does this influence the story? How are different points of view presented? Which comes first? How does this shape your understanding of and feelings about the story? How would the story change if the order of these points of view were reversed?

3. Objective Language

Is descriptive language used to put a particular "spin" (either negative or positive) on the story, or is the emphasis on neutral terms that merely present information and allow the public to make up its own mind?

4. Source Credibility

Are sources cited in news stories credible? What are their credentials? Are all sources identified by name or attributed to "unnamed sources who wish to remain anonymous?"

5. Consistency

Is the information in a given story consistent with other news and eyewitness accounts?

6. Visual Images

What is the relationship between the visual images (photographs, video footage) and the verbal statements (text or spoken)? Does the visual element enhance and illustrate the story?

7. Titles

For newspapers, what is the impact of story titles on your initial response? How does the size of the title and word choice shape interest in the story?

8. Story Placement/Order

Where do stories appear? At the opening or closing of a television newscast? On the first page or the last page of a newspaper? How does this placement affect your view of a specific story's importance?

NAME _____

Operation Deadline

INSTRUCTIONS: Your editorial team must select which stories to cover in a 30-minute evening newscast for your local community. You must allow for:

- **three 2-minute advertising breaks**
- **2 minutes for weather**
- **2-4 minutes for sports**

That means you have only 18-20 minutes to actually provide news coverage. Each of the news items listed below has a range of film footage from which to choose. However, there is more for each story than you can possibly use. Your job is to decide:

1. **What stories you will include.**
2. **In what order you will present them.**
3. **How much time you will devote to each.**
4. **What will be the angle of each story.**

AVAILABLE NEWS STORIES		MINUTES OF FOOTAGE
1.	Fire in an abandoned warehouse	5:00
2.	Mother gives birth to quintuplets	2:00
3.	Surgeon General's Report finds smoking among teens is on the rise	5:00
4.	Local charity fundraising drive for the homeless	2:20
5.	President completes Russia trip	4:00
6.	Police crack local drug ring	6:00
7.	The circus comes to town today for a 2-week stay	3:25
8.	Local elementary school vandalized	3:00
9.	Local youth starts own Internet business	4:05
10.	Mayor announces final city budget for the year	2:30
11.	Property tax increase needed to keep school sports	3:10
12.	Food poisoning incident at local restaurant	1:12
13.	Local music festival set for this weekend	2:00
14.	Sting operation targets stores selling alcohol to minors	3:00
15.	Drought stretches to 3rd week; no relief in sight	2:48
16.	Paris unveils this season's fashions	3:54
17.	New media satellite to add 50 television channels	1:55

It's a Wrap

This final module is designed as a brief summation of the skills and principles of being media sharp.

Analyzing Pro-Health Messages has youth focus their media literacy skills on messages designed to promote health. By directing their critical attention to messages on both sides of the tobacco and alcohol issues, youth are encouraged to question all media—not just those that adults think are bad for them.

Media Mapping Tobacco and Alcohol serves as a capstone activity for combining the findings of the previous media mapping exercises. The aim of this activity is to provide youth with a comprehensive picture of the number and nature of tobacco and alcohol messages they experience every day.

Objectives

Youth will:

- understand the total range of tobacco and alcohol media messages to which they are exposed and
- be able to identify "glamorization" and "normalization" across all media formats

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Teen-age girls say they use cigarettes to combat stress, pressures of daily life

By Jennifer Rice
The Olympian

Friends, stress and social pressure are some of the reasons Sara Torgerson smokes.

Plus, according to her, it's hip.

Torgerson, 15, a freshman at North Thurston's River Ridge High School, is one of a growing number of teen-age girls who make cigarettes a big part of their daily routine.

According to a report released today by the National Center on Addiction and Substance Abuse, smoking, drinking and drug use among teen-age girls is on the rise.

The study found that, even though women have made great strides the past 20 years, in the areas of substance abuse, the progress is really no progress at all.

Torgerson started smoking 2 1/2 years ago because her friends were doing it. "It's a social thing," she said.

Hayley Jackson, 15, a freshman at North Thurston's Timberline High School, has been smoking since she was 13. Jackson started because of social pressure but she lights up on a daily basis because she's now addicted.

I used to smoke a pack of cigarettes a day," she said. "Now I smoke about four or five. Smoking is gross. I wish I could quit."

Both students said that they have noticed a larger number of girls on their campus smoking. The two said that girls now often outnumber boys on local smoking "pits" or hangouts.

"There are more girls out here smoking," Torgerson said as she stood in a ditch just off campus. "Since I started smoking, I have noticed a lot more girls out at the pit."

Laws against smoking by minors seem to [illegible] no effect.

Jasmine Caldwell, 15, a River Ridge freshman, said it's [illegible] to get a pack of cigarettes.

Even though it is against the law to sell cigarettes to anyone under 18, there are still local stores that sell to minors. Many have older friends or peers who fake identification cards buy them.

"There is always a way to get cigarettes," Caldwell said.

The bottom line for most girls is that smoking makes them feel as if they fit in and look cool and can deal better with the pressures of everyday life. When stress and pressure hit home, many girls turn straight to cigarettes.

"When somebody gives you stress, it easier to take it out on a cigarette," Caldwell said.

Steve Bloom, The Olympian

LIKES TO SMOKE: River Ridge High School freshman Sara Torgerson says smoking is "a social thing" to her and her friends.

© 1998 Olympian, Olympia, WA

Activity 5-1: It's a Wrap!

Analyzing Pro-Health Messages

Focus

Apply critical media reading skills to messages designed to discourage tobacco and alcohol use.

Time:

45 minutes

Materials:

Examples of pro-health messages located by youth during media mapping activities, or

Video–Part II

Handout 5: The Seven Critical Media Questions

Handout 7: Selling to Youth

Talking Points

- The message analysis skills we've been developing can and should be applied to all media messages—even those designed to discourage smoking and drinking. The goal is always to make up your own mind, based on your reading of the evidence.
- Analyzing pro-health media messages also helps us understand the different ways tobacco and alcohol can be presented in the media.

Action Steps

1 Have youth present their pro-health messages or show the youth-developed counter ads from the video. If possible, compare these side by side with messages that promote tobacco and alcohol use. Discuss the similarities and differences between these messages.

2 Have youth analyze the pro-health messages using *Handout 5: The Seven Critical Media Questions*. Use this as an opportunity to discuss the nature and purpose of health messages sponsored by the government and health organizations.

3 Have youth analyze these messages using *Handout 7: Selling to Youth*. How likely are these messages to work with teen audiences? What works? What doesn't? What would youth have done differently?

Media Mapping—Tobacco and Alcohol

Talking Points

- Now that we've mapped marketing, entertainment, and news messages, it's time to put them all together. This final map of our community will help us examine how many different messages we are exposed to that glamorize and normalize tobacco and alcohol use.

Action Steps

1 Have youth compile the data from their various media maps using *Handout 18: Media Mapping—Grand Map*. If youth all mapped the same neighborhood, have them construct one common map. If they mapped different neighborhoods, have them develop separate maps and present them to the class for comparison.

2 Youth can choose to either graph their findings or draw actual maps of their selected neighborhood to show where the messages occurred. Messages on radio or television can be represented as occurring in a representative "home" or "car" in order to help illustrate these data. Have them identify the glamorization techniques they discovered in each message format.

For example, a youth can use this map to document the number of times he or she encounters a message about tobacco or alcohol while traveling through a defined geographical area or neighborhood. Each time the youth sees a billboard suggested smoking is glamorous or sexy or a poster ad at a convenience store linking alcohol use with success or happiness, the youth would indicate this on the grid. This documentation would continue until the neighborhood journey is completed. Then, youth can total the number and type of messages encountered within the defined neighborhood.

In the entertainment section, youth can document messages they encounter while watching television. In the news section, they can record the number of types of messages they receive while watching news programs.

3 Discuss the following questions:

? **What did you discover about how the media in our community and homes normalize and glamorize tobacco and alcohol products and use?**

? **How many examples of messages did you find that discouraged tobacco and alcohol use? Where did these appear? How did they compare in quality, attractiveness, and number with those that *promoted* tobacco and alcohol use?**

? **What are your observations about the number, type, and placement of messages that promote tobacco and alcohol use? Do you think these messages influence people's decision about tobacco and alcohol use?**

Focus

Assess the overall impact of media normalization and glamorization of tobacco and alcohol in the community.

Time:

45 minutes

Materials:

Completed media maps from previous activities

Handout 18: Media Mapping—Grand Map

Handout 19: Media Mapping—Grand Map (Sample)

Handout 4: Glamorization Appeals

Handout 18

NAME _____

Media Mapping—Grand Map

Below is a list of media and the various appeals used to convey messages about tobacco and alcohol. Under each broad category are the channels of communications unique to that medium. For example, sitcoms, films, and action/dramas are communication channels that are part of the entertainment media. Television, radio, newspaper, magazines and the Internet are the news media's communication channels. Your task is to find as many messages about tobacco and alcohol that correspond to each communication channel and appeal listed. (See example on the next page.) Record and count the total number of messages in the spaces provided below for each product. How do the messages for each product differ from medium to medium? Your leader will provide additional handouts to help you with this activity.

MESSAGE FORMATS	APPEALS	TOBACCO	LOCATION	ALCOHOL	LOCATION
Marketing • Advertising • Promotions • Sponsorship	Success				
	Sex Appeal				
	Independence				
	Health				
	Popularity				
	Happiness				
	Humor				
TOTAL # OF MESSAGES:					
Entertainment Media • Sitcoms • Films • Action/Dramas • Soap Operas	Success				
	Sex Appeal				
	Independence				
	Health				
	Popularity				
	Happiness				
	Humor				
TOTAL # OF MESSAGES:					
News Media • TV • Radio • Newspaper • Magazines • Internet	Success				
	Sex Appeal				
	Independence				
	Health				
	Popularity				
	Happiness				
	Humor				
TOTAL # OF MESSAGES:					

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NAME _____

Media Mapping—Grand Map (sample)

Below is a sample media map.

MESSAGE FORMATS	APPEALS	TOBACCO	LOCATION	ALCOHOL	LOCATION
Marketing • Advertising • Promotions • Sponsorship	Success				
	Sex Appeal				
	Independence	Malboro	*Esquire* Magazine	Jack Daniels	*Time* Magazine
	Health	Virgana Slims	Kemper Open (Golf)	Smirnoff	Kemper Open (Golf)
	Popularity				
	Happiness				
	Humor	Camel	Coupons	Budweiser	Busch Gardens Contest
TOTAL # OF MESSAGES:					
Entertainment Media • Sitcoms • Films • Action/Dramas • Soap Operas	Success	brand not identified	"Seinfeld"		
	Sex Appeal				
	Independence				
	Health				
	Popularity				
	Happiness	cigars	"Independence Day	brand not identified	"Homicide"
	Humor				
TOTAL # OF MESSAGES:					
News Media • TV • Radio • Newspaper • Magazines • Internet	Success				
	Sex Appeal				
	Independence				
	Health				
	Popularity	cigars	*Cigar Aficionado*		
	Happiness				
	Humor				
TOTAL # OF MESSAGES:					

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Appendix

Internet Resources

I. TOBACCO

CDC Tobacco Information and Prevention Source Page
http://www.cdc.gov/tobacco
Home page for Office of Smoking and Health at the Centers for Disease Control and Prevention. Provides statistics, research, and educational materials, including updated activities and information related to *MediaSharp*.

CSAP (Center for Substance Abuse and Prevention)
http://www.health.org
Information on substance abuse issues.

Tobacco BBS
http://www.tobacco.org
Tobacco news, resources for smokers trying to quit, government sites, and reviews of films and movies about tobacco use.

The Master Anti-Smoking Page
http://www.autonomy.com/smoke.htm
Links to a wide variety of pro-health organizations as well as smoking cessation information.

Tobacco Marketing to Young People
http://www.infact.org
Information on youth-oriented tobacco promotion, such as product giveaways, event sponsorship, and merchandise.

Washington DOC
http://www.kickbutt.org
Information on promoting a healthy tobacco-free lifestyle for youth.

II. ALCOHOL

Adolescent Directory On-Line (ADOL) Alcohol and Other Drugs
http://www.educ.indiana.edu/cas/adol/atod.html
Collection of electronic resources and fact sheets.

CSAP (Center for Substance Abuse and Prevention)
http://www.health.org
Information on substance abuse issues.

National Clearinghouse for Alcohol and Drug Information
http://www.health.org
Public information and resources on alcohol and drug prevention, including a site for kids.

Substance Abuse and Mental Health Services Administration
http://www.samhsa.gov
Resources and information on alcohol and drug prevention.

III. MEDIA LITERACY

American Academy of Pediatrics
http://www.aap.org
For materials on media education and substance abuse prevention and for the names of pediatricians who can speak at events on these subjects, call 1-800-433-9016, ext. 7870 or 7873.

Center for Media Literacy
http://www.medialit.org
The Center is the leading organization for media literacy in the United States. Check this site for basic information on the media literacy education movement, current news, and access to its comprehensive catalog of recommended books, videos, and curriculum resources.

Media Literacy On-Line Project
http://Interact.uoregon.edu/medialit/homepage
A hyperlink-friendly site from the University of Oregon which links to almost every other media literacy shop on-line.

National Media Education Conference
http://www.ConferenceOffice.com/NMEC
The Web site for this annual conference provides information about the upcoming conference, such as the theme, breakout sessions, presenters, and registration materials. Also provides links to other media literacy Web sites.

New Mexico Media Literacy Project
http://www.aa.edu
Sponsored by the Albuquerque Academy, this site offers a wealth of practical information and strategies for teaching youth media literacy skills.

MEDIA LITERACY EDUCATION MATERIALS FROM CENTER FOR MEDIA LITERACY

Following is a list of recommended resources for media literacy education. For a complete, free catalog of media literacy materials, contact Media Literacy Resource Service, Center for Media Literacy, at 1-800-226-9494 or by fax at 213-931-4474, via the Internet at http://www.medialit.org, or by mail, 4727 Wilshire Blvd., #403, Los Angeles, California 90010. (Prices subject to change.)

SUPPLEMENTAL CURRICULUM RESOURCES

AdSmarts ($495)
A video-based curriculum on tobacco and alcohol advertising for use in middle schools. Includes teacher instructions, print and television ads, and reproducible workshops for twenty-five, 40-minute lessons. Five videotapes provide over 3 hours of engaging video segments plus a ready-to-use library of classic and contemporary ads for tobacco and alcohol as well as for pizza, blue jeans, cars, ice cream, and more.

Living in the Image Culture ($32.95)
An introductory media literacy program with 15 teaching modules exploring basic concepts in analyzing ads, music, film, and TV. Packed with practical activities and useful worksheets. Adaptable for grades 6 and up.

News for the '90s: How to Analyze the News ($22.95)
A popular media literacy curriculum with a wealth of activities to explore how news is changing and how to evaluate what's missing from news coverage. Grades 6 and up.

Selling Addiction ($59.95)
An introductory media literacy program exposing the myths and deceptions of tobacco and alcohol advertising. Contains video with five short segments plus Leader's Guide and a copy of the booklet, *Fatal Attraction: The Selling of Addiction*, for teacher preparation. Grades 5 and up.

HELPFUL BOOKS AND VIDEOS

Fatal Attraction: The Selling of Addiction ($5)
A 40-page booklet of cornerstone articles, reports, and analysis of tobacco alcohol advertising. A major reference. (1992) Quantity prices also available.

How to Watch TV News ($11.95)
A classic introduction by Neil Postman and Steve Powers. (1992, book)

Production Notes ($79.95)
Exposes marketing strategies by showing six TV commercials in slow motion while a narrator reads the production memos sent by the ad agency to the production company before filming. Eye-opening! Grades 5 and up. (28-minute video)

Screening Images: Ideas for Media Education ($15.95)
Veteran Canadian media literacy teacher Chris Worsnop provides a basic introduction to teaching media as well as hundreds of practical tips and activities. (1994, book)

Teaching the Media ($19.95)
The "bible" of media literacy by England's leading media literacy scholar, Len Masterman. A basic reference. (1985)

TV: What You Don't See ($59.95)
A fast-paced, magazine-style, 30-minute video illustrating basic media production techniques (editing, sound, special effects) plus the making of a music video. Grades 7 and up. (1997)

Visual Messages ($29.95)
A comprehensive guide to critical thinking and critical viewing skills across the curriculum, with special section on health and prevention. David Considine and Gail Haley. (1992)

RECOMMENDED READINGS FROM OTHER SOURCES

Amusing Ourselves to Death: Public Discourse in the Age of Show Business (1985), by Neil Postman. New York: Penguin Books.

Ashes to Ashes: America's Hundred-Year Cigarette War, the Public Health, and the Unabashed Triumph of Philip Morris (1996), by Richard Kluger. New York: Alfred Knopf.

Growing Up Tobacco-Free: Preventing Nicotine Addiction in Children and Youth (1994), by B.S. Lynch and R.J. Bonnie (Eds.). Institute of Medicine, Washington, DC: National Academy Press.

Mass Media Images and Impact on Health: A Sourcebook (1993), by Nancy Signorielli. Westport, Connecticut: Greenwood Press.

Smokescreen: The Truth Behind the Tobacco Industry Cover-up (1996), by Philip J. Hilts. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc.

The Global Tobacco Epidemic *Scientific American (May 1995)*, by C.E. Bartecchi, T.D. MacKenzie, and R.W. Schrier.

Trends in the Well-Being of America's Children and Youth: 1996 Washington, DC: U.S. Department of Health and Human Services.

Wise Up to Teens: Insights Into Marketing and Advertising to Teens (1995), by Peter Zollo. Ithaca, New York: New Strategist Publications, Inc.

Glossary

Advertising: Any paid, non-personal presentation of information about a product, brand, company, or store.

Agenda Setting: Establishing the importance and priority of issues based on the amount and placement of news stories. Issues that receive the most coverage, and which are given primary placement in news broadcasts, newspapers, and magazines, are more likely to be seen as important by the general public.

Background: Peripheral action that occurs in the background to provide a realistic context for the foreground action (e.g., people drinking at the bar of a restaurant).

Bias: Personal opinions or beliefs that may influence how a news story is presented rather than simply presenting the facts and letting people make their own conclusions.

Brand: The personality or identity of a product, range of products, or a company, developed by consumer perceptions of product and lifestyle benefits.

Brand Identification: The extent to which consumers feel a brand is an extension of who they are (particularly common in more expensive or luxury items).

Branding: The actions taken to develop a brand.

Brand Image: The perceived lifestyle image or values attributed to a particular brand.

Brand Loyalty: Insistence on always purchasing/using the same brand rather than a substitute.

Characters - Background: Characters who typically have no speaking roles, serving only to "populate" the programming so that it looks real. For example, people sitting at the back of a restaurant who are never identified, have few or no lines, and are never seen again.

Character Development: Use of tobacco and alcohol as props to convey specific character attributes, such as being attractive, aggressive, hip, cool, savvy, independent, etc. These often rely on stereotypes, such as the Socialite, the Partyer, the Rebel, the Depressed, the Alcoholic.

Character Identification: The extent to which one feels a strong similarity with or attachment to a character, leading to a desire to be and act like that character.

Characters - Main: The central characters who are the primary focus of an entertainment program. Usually have key roles in the story and provide most of the dialogue.

Characters - Supporting: Characters who are not the focus of an entertainment program, but who are used to provide additional interest, action, and excitement through interaction with main characters.

Editorial Cartoons: Cartoons that make fun of people and events in the news.

Editorials: Opinions written by news staff which take a positive or negative stance on news events.

Entertainment Media: Media that give people a pleasing diversion. The main entertainment media are television, radio, movies, music, magazines, books, games, and computers.

Features: Regular sections in news media that help to organize the news for readers and viewers. For example, the national, local, entertainment, sports, and business sections of newspapers. Also, the local news, national/international news, weather, sports, traffic, and human interest segments of TV news programs.

Footage: Film that has been shot to illustrate a news story. Typically, there is much more footage available than can be used; so news teams must select only those images which best illustrate the story they want to tell.

Foreground: Focal point which centers viewers' attention on the central action and primary characters in scenes for television/movies/video.

Frequency: The number of times people are exposed to a given media message.

Glamorization: Presentation of tobacco and alcohol use as glamorous, sexy, romantic, popular.

Immediacy: How recent or current a news story is. The more quickly news can relate a story to the public—ideally as it is unfolding—the more interesting it is for viewers or readers.

Marketing: The use of advertising, promotional activities (contests, "freebies"), and event sponsorship to make people aware of, attracted to, and, ultimately, willing to buy a product or service.

Media Literacy: The ability to "read" and produce messages in a variety of print and electronic media.

Media Mapping: Identifying the amount and type of media messages present in a certain area.

Media Saturation: The constant presence of media in every situation in our lives.

Message Appeals: Desirable qualities in media messages to make products appear more attractive and appealing. Examples include success, happiness, humor, popularity, and romance.

Message Reach: The number of people exposed to a given media message.

Message Saturation: The frequent presentation of specific messages across a wide variety of media so that we are repeatedly exposed to the message.

Multi-Source Rule: Comparing how the same story is presented in several different media (such as two different television stations or between television, radio, newspaper and magazine coverage of the same story).

News Media: Media programs that tell us about events in our community and our world. The main news media are television, radio, newspapers, magazines, and computers.

Normalization: Presentation of tobacco and alcohol as a typical and acceptable part of social gatherings.

Product Depictions: Showing tobacco and alcohol products as background props or being used by main, supporting, and or peripheral characters.

Product Placement: Visible use of a brand name product in an entertainment program (essentially a built-in ad).

Promotions: Targeted strategies aimed at increasing consumer interest in, and use of, specific products. Important examples include coupons, sales, "freebies," and contests.

Proximity: How close a news event is to people. Local events are closer to home than national and international events and are often of more interest because they may directly affect the lives of viewers and readers.

Relevance: How important a story is to people's lives and its impact on their lives. The more impact a news event is likely to have on the lives of viewers and readers, the more likely it is to be presented.

Role Model: A person who youth look up to and who influences their attitudes and behaviors.

Script: The text that describes a TV show, film, or message, including the lines to be spoken by actors, a description of the action, and the setting in which the story takes place.

Sponsorship: Sponsorship of community, cultural, educational, musical, and sporting events is a special and fast-growing form of marketing. The aim is to provide consumers with a pleasant experience that can be associated with a sponsor's name and product.

Spoof/Parody: To reverse the original meaning of a message through sarcasm and exaggeration. For example, showing a company mascot as the Grim Reaper.

Stereotype: An oversimplified portrayal of how a person or group of people look, act, and think.

Storyboard: A series of rough sketches that show the plot, action, characters, and setting. Used in electronic media (television, films, animation) before actually filming the media message.

Storyline/Feature: Focus of a program (e.g., teen alcoholism, drunk driving, nicotine addiction).

Target Audience: A specific, narrowly defined group of individuals a company targets for purposes of promoting and selling its product or service. For example, urban teens or 18- to 20-year-old males.

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